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IMPERIAL STUDIES
IN EDUCATION



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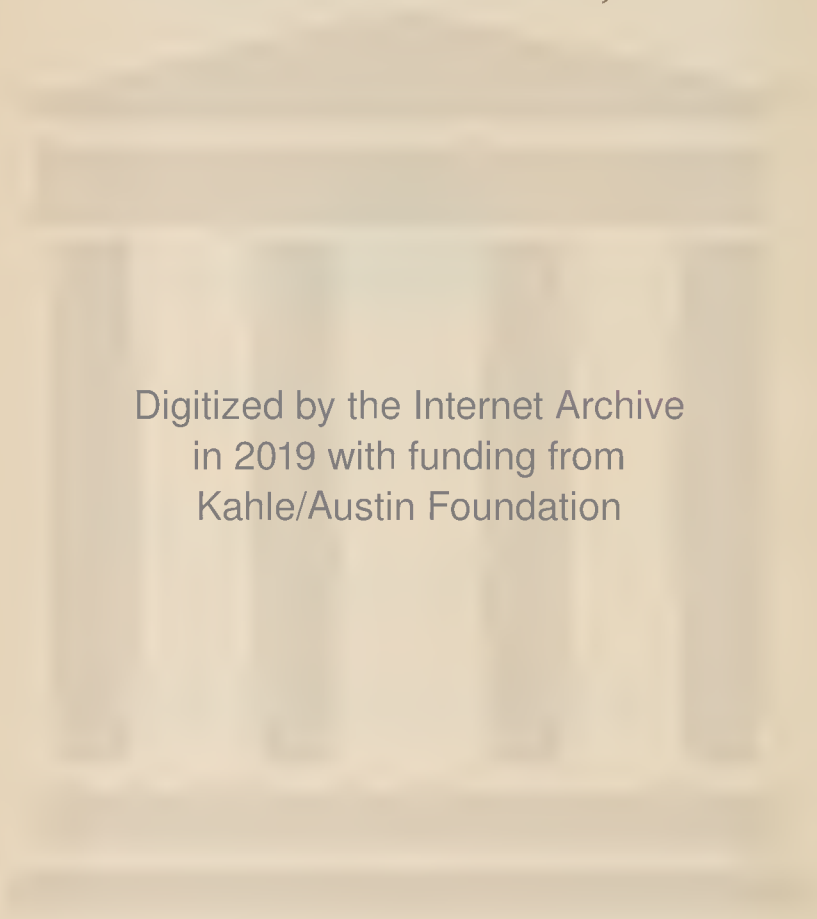
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IMPERIAL STUDIES IN EDUCATION

PAPERS READ AT THE IMPERIAL STUDIES
CONFERENCE HELD AT WEMBLEY 26TH,
28TH AND 29TH MAY, 1924, AND PUBLISHED
UNDER THE AUSPICES OF THE ROYAL
COLONIAL INSTITUTE

Royal Colonial Inst. Sec.

EDITED BY

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PREFACE

WHEN the Imperial Studies Committee of the Royal Colonial Institute was invited to organize an Educational Conference in connection with the British Empire Exhibition at Wembley, it appeared that acceptance would only be practicable if they could secure the co-operation of the leading educational societies and could be reasonably assured that the results of the conference would provide something of permanent educational value. At periodical intervals conferences of teachers from different parts of the Empire have been organized by the League of the Empire to discuss matters of general interest to the schools, and the Imperial Education Conferences of 1912 and 1923, comprising educational officials from every dominion and colony, have done very valuable work in furthering the interchange of experience concerning matters of organisation. On the side of university education the Congresses of the Universities of the British Empire in 1911 and 1922 have led to results of permanent importance. But it appeared to the Committee that no conference has so far directed its attention to the place that a specialized study of the Empire ought to occupy in the curricula of various grades of schools, a matter of great interest to them in their work. Since 1913 the Committee has been labouring in concert with the Victoria League and the League of the Empire to further the study of imperial problems in all types of educational institutions, and the occasion of the exhibition seemed to afford an excellent opportunity of taking stock of what has been achieved and of surveying future tasks. Under these circumstances the Committee decided to accept the invitation of the Exhibition authorities, and they were fortunate in securing the concurrence of practically all the educational societies concerned.

The subject selected for the discussion of the conference was "The Place of Imperial Studies in Education," and the contributions appeared of so much value and the discussions so suggestive that it was determined to make them accessible to a wider circle by their publication in collected form. It is

hoped that the volume may prove helpful to teachers in every part of the Empire, for there is no doubt that everywhere the minds of educationalists of initiative are turning to an inquiry into the nature of the contents of their curricula, especially in subjects concerned with citizenship.

The thanks of the Committee are due to Miss E. C. Martin M.A., Lecturer in History in Westfield College in the University, of London, who has undertaken the task of seeing the volume through the press.

ARTHUR PERCIVAL NEWTON,

Organizer.

ROYAL COLONIAL INSTITUTE,
NORTHUMBERLAND AVENUE,
LONDON, W.C.2.
October, 1924.

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Nottingham.*

INTRODUCTION

By PROF. ARTHUR PERCIVAL NEWTON, *Rhodes Professor
of Imperial History in the University of London and
Organizer of the Imperial Studies Committee*

THE teacher in every grade of English education is faced with the perennial difficulty of reconciling incompatible demands, on the one hand for more thorough and comprehensive teaching of the long-established subjects in his curriculum, and on the other for the inclusion of new subjects. At every turn of educational fashion enthusiasts without much sense of proportion are found clamouring for the introduction of their own particular fad into the schools in order to secure the extraordinary results that in their prejudiced eyes it alone can achieve. In initiating a discussion concerning "The Place of Imperial Studies in Education" the Imperial Studies Committee has no desire to add another to these impracticable demands, for its members know full well that the curricula of English schools are already overloaded. They desire to approach the question from another angle. With the aid of practical and expert teachers they seek to explore the possibility of somewhat modifying the content of certain parts of the curricula so as to make them fit more closely the new demands of citizenship that are laid upon our people.

It is a fact still too little realized by the mass of the British public that in the course of the last two generations their position in relation to the rest of the world has greatly changed. Fifty years ago the United Kingdom was the immensely preponderant partner in the Empire. The British people had great responsibilities in providing for the good government of India, but these were little understood outside the restricted circle of the governing classes, and our comparatively simple relations with the rest of the "possessions" of the Crown received little attention. The colonies inhabited by people of our own stock had already taken over the responsibility for managing their own internal affairs, but, save in Canada, their contact with other countries was very slight, and they were entirely content to leave the

management of the general policy of the Empire to the ministry of the United Kingdom, which had attained office because its views upon English domestic affairs were more acceptable to the electorate than those of the opposition. Our great-grand-fathers were still but citizens of an island power with some distant dependencies. They could safely confine their attention in the main to domestic problems with an occasional glance at the affairs of the neighbouring continent. A man to be well educated needed to know little beyond the conditions and story of England's growth and that of the neighbouring countries of Western Europe. The colonies and dependencies were an unimportant annex in the background.

To-day, the march of events has brought us into a radically different position. On the one hand they are now co-partners in an equal commonwealth of free democracies, and on the other they have assumed responsibility for the order and good government of millions in a primitive stage of culture who have been brought within the Empire during the lifetime of men who have not yet passed middle age. The implications of the "commonwealth" are rapidly becoming clearer to the masses of our democracy, but those of the "dependent" empire are yet but little known. Our ministers are faced with far more complex problems in every part of the world than ever burdened their predecessors. As the democracy upon whose votes they depend comes to realize its empire citizenship, so it begins to take an interest in matters to which it once was blind. To encourage this interest and to base it firmly upon sound and unprejudiced knowledge is that part of the teacher's work which has been called for want of a better term "Imperial Studies."

The training of a boy or girl to be a good citizen with some basis of knowledge of the problems with which as a political or economic unit he is concerned must mainly be dealt with in the lessons in history, geography, and the elements of economics, and it is in those subjects that the content of the curriculum must be modified if a place for Imperial Studies is to be found. At every stage of knowledge it is only on a basis of related and known facts that profitable generalizations can be made which will be remembered by the pupil long after he has forgotten most of his lessons. In adult life he will turn to books of reference to verify the facts he needs, but his impressions and

his mental attitude are often a permanent legacy from his school days. Is it possible and is it advisable to change the sequence of related but carefully selected facts which form the basis of the school curriculum? Can we select the included facts somewhat differently so that their sequence may be made more significant and more directly connected with the movements of modern life?

To the solution of such questions the papers here presented make a contribution. Their authors speak with voices that differ, and in some cases there is radical disagreement, but this merely implies that the debate is a real one in which many points of view are represented. Only one condition governed the invitations to contribute that were issued by the Imperial Studies Committee. Those who were to take part in the conference must be practical educationalists, familiar with the restraints and difficulties of the situation with which we have to deal, for only such can balance rival needs. Only they can deliver answers of value to a question that is of immediate and living interest. It is one peculiarly fitted for consideration in the Conference Hall of an exhibition wherein the whole Empire is represented, and it is to be trusted that the answers in the written form may be of some permanent use far beyond its limits.

I

The Place of Imperial Studies in Education

SIR CHARLES LUCAS, *Chairman of the Imperial Studies
Committee of the Royal Colonial Institute*

IN the much regretted absence of the Duke of Connaught, it falls to me as Chairman of the Imperial Studies Committee of the Royal Colonial Institute to welcome you all here, and in a few words to declare the Conference open. Many bodies and associations connected with education and with the Empire have co-operated in organizing this Conference. We are gathered as you know, to consider the place of Imperial studies in education. In later sessions there will be papers and discussions, in which I very much hope speakers from overseas will take full part, on the subject of Imperial studies in education from different angles and in different connections, but at this first meeting we deal with it as a whole, and we are most fortunate in having here to give us the opening address Sir Henry Hadow, Vice-Chancellor of Sheffield University, and Chairman of the Sheffield branch of the Royal Colonial Institute.

Now Imperial studies is a high-sounding term. How do we all define it ? I define it as study in the true, not the propagandist, sense, study from as many aspects as there are arts and sciences, of the unit, call it Empire, Realm, Commonwealth, or what you please, including, but not preferentially including, the mother island. It is the study of a living fact, a study of a great and unprecedented historical fact, a study of unity in diversity, a study of a League of Nations. The founders of the Royal Colonial Institute, when they founded that Institute in the year 1868, did it with the warm approbation and co-operation of the leaders of all parties of the State, to counteract the crass ignorance in this country about the Overseas Empire. Knowledge is the one thing needful for the Empire. Ignorance is the one great danger. I am sure that if people truly know about the Empire from every side, the good and the bad alike, they will respect the Empire, and resolve as far as in them lies that it shall remain from generation to generation. We are here to-day and in the coming sessions to consider how best to impart

knowledge to the coming generation, how best to make them understanding citizens with a high standard, a sense of responsibility and width of view. Ladies and gentlemen, it is a great and worthy object. May our meeting substantially contribute to it. I am now going to ask Sir Henry Hadow to give the opening address.

SIR HENRY HADOW, *Vice-Chancellor of Sheffield University,
and Chairman of the Sheffield Branch of the Royal Colonial
Institute*

WE are met here under a very good augury. The celebrations which took place in Wembley on Empire Day set our feelings of patriotism on a broad and solid basis of Imperial service: the ceremony of yesterday lifted their superstructure heavenward. As *The Times* nobly said in an article this morning, "No more impressive act, no act pregnant with greater and more beneficent results, if we know how to gather them, was ever done among us. It was an Imperial consecration of all good that the Empire has done, and of all good that it purposes to do and that it may do, to Him in whose sight a thousand years are but as yesterday and the nations are as the small dust of the balance—to the *Rex regum* and the *Dominus dominantium*." Those were fine and stirring words, and they have, I think, awakened an echo in the hearts of all of us. But that, ladies and gentlemen, is not enough or anywhere near enough. We are far too lightly impressionable to the effect of these great ideals. One of our faults as a people is a combination of the extreme readiness with which we listen to the statement of high ideals and the extreme facility with which we go away and forget all about them, and that is particularly the case where the ideals involve any co-operation on a large scale and over a large area. It is not true to say that we are unsympathetic or that we are disloyal. Our sympathies are extraordinarily warm as soon as they are engaged; we are always protesting on behalf of someone who is being ill-treated or getting up a subscription for someone who is indigent; but our imaginations have very narrow range. We do not readily see or understand things at a distance, and because we do not understand, therefore we do

not take our proper place in helping to further their causes. It used to be a by-word of English people that everything which they did not know they took for a marvel. Whether that was ever true or not of our nation it certainly has not been true since the beginning of the eighteenth century. During the eighteenth and nineteenth centuries we achieved a kind of natural self-sufficiency which made us regard all the ways of distant countries and distant places with a sort of bewildered indifference. Even as late as my young days I can remember how the newspapers were filled with accounts of the English traveller who took it as a personal insult that other peoples should have different practices and customs and schemes of existence from his own, and I have been told that during that same rather dark period our emigrants overseas did not always make themselves notable for their powers of adaptability to the conditions to which they had come. Well, we have improved a great deal beyond that. We have a great deal more readiness to understand and to sympathize, but we have not got very much more knowledge. That is the real key to the whole matter. We cannot possibly sympathize or understand intelligently until we know a great deal more of the actual facts than most of us have had time to acquire.

If you will reflect in your minds whether you really could answer six searching questions on any British Dominion which you do not happen personally to have visited, I am quite sure you will understand what I mean when I say that a little further education, at any rate for the generation that is to come, will not be amiss. Now, on the practical issue, what is to be done to further that? Let me say at the outset that I entirely disagree with those educational authorities, some of them very eminent, who say that all subjects of instruction have equal educational value; that it depends on the teacher, not on the subject; that if you get the right teacher and the right pupils in the room it does not matter what he teaches them. I cannot help thinking that if they were to substitute, say book-keeping by double-entry for the higher mathematics, or shorthand for Shakespeare, there would be a certain loss in educational values, and I am sure if you put it to the authorities in that way they would ultimately agree that there was something in that contention. But there is no difference in educational values between

certain periods and certain other periods of modern history, and certain regions and certain other regions of geography. Just as good an educational instrument can be made out of the history of the British Empire as out of the history of the Roman Empire. There can be just as good geography lessons and courses of study out of the geographical conditions of the British Empire as out of the geography of Madagascar. That, I think, we can at least maintain without any fear of contradiction, and if that is so it is far more important for us as members of the British Empire to get hold of the facts that belong to our own people and our own race and our own Dominions and our own country than it is to spend the same length of time in learning about things which are far more remote from our business and bosoms. If we do not do that we fall into the danger of a certain habit of detachment which still exists among a good many of us, and which I think has its dangers. We are a little too apt to think of the Empire as a separate and distinct entity outside ourselves, with which we ourselves are not immediately concerned. We personify the Empire. We say that it is a league of nations, that it is a great civilizing power. Ladies and gentlemen, the Empire is not "it," but "we." When I say "we," I mean every member of it in the home country and the remotest Dominion equally. We are partners in that great enterprise, and the more fully we realize this the better.

And so, first of all, as the first practical suggestion, I should strongly inculcate including in the curricula of our schools and colleges definite courses of instruction on our own Imperial history. It is, it seems to me, one of the most important and fruitful forms of education which we can possibly go through, not only for its training of mind and character, but also for the exceedingly valuable information with which it can supply us. For instance, I would have every history schoolroom of our Universities hung with some of the great pictures which represent scenes in our Empire, such as the eastern side of the Drakensberg or the Canadian Rockies or Mount Kosciuszko. Why should not we put into our school libraries and use as school textbooks some of the great histories of our Empire—Parkman, for instance, and Hunter and Lucas and Wood? We all know that in the age in which we live, instruction and examination have to go more or less hand in hand, and although we have,

I think, thrown off that tyrannous yoke which said that curriculum must depend on the examination, we are beginning to learn that examinations can adapt themselves with fair flexibility to an intelligent curriculum, and I am glad to be able to remind you that a very large number of the principal examining bodies in this country have agreed, in consequence of this Empire Exhibition, to allow the history and geography of the British Empire to be offered as optional subjects. That is a very great advance. It means that those things have practically set their foot in the curriculum of our schools and colleges, and with very little adaptation and the expenditure of a few shillings on maps, books and pictures, and with no other expenditure of time or labour, we can give a very much larger place to Imperial studies in the curricula of our educational institutions than they have at the present day, and I see myself nothing but sheer net advantage in the whole of that process. I see no countervailing claim or consideration. I should like always to see in our educational system some portions of ancient history, Greek history, because the problems of old are the problems of our statesmen and public men of to-day: but when it comes to competing periods of modern history, I think that our own Empire should receive the preference.

All this sounds very simple and commonplace, just one of those commonplaces which are so simple and direct that nobody does them. It is a tiny measure of reform which if it were once introduced would lead not only to the increase of our knowledge, but to a revolution in our habits of thought. But I want to supplement that by an entirely different proposal. It is not original, but was suggested to me first by Colonel Lascelles and Mr. Storrs, who have, both people, given a great deal of attention to questions of Imperial education. The proposal is this: Why should not the Government of this country start an education ship? Travelling on it should be open, by way of scholarships, to undergraduates in our universities or to sixth-form boys in public schools whose careers afterwards were going to involve some special knowledge of the Empire or of some part of the Dominions. It should take an annual voyage, occupying a whole year, carefully mapped out, touching at the places of greatest importance, staying as far as possible long enough in each of the principal Dominions to enable some real knowledge

of the conditions of the country to be obtained. It should not be a pleasure trip, although it would be a pleasant trip. There should be definite classes on board, a definite staff of instructors, a regular course, and the voyage should count as a year of school or college, and its results tested at the end by any kind of thesis or examination which the Education Authorities found suitable to employ. All of us know the difference between one's impression of a place when it has once been visited, even if only for a short time, and how much more real any mention of it is afterwards. I do not ask for more than a year of this, but I do think that a year might be very well and properly devoted to some such purpose. I see, of course, one danger. That is the common danger into which people fall of believing that a week or a fortnight in a country makes them complete and final authorities on its politics and history. There is this danger, and unless properly countered and checked it might help to stultify the results of the proposal, but I think it could be properly checked. In the first place, when these people come back they would have their knowledge severely and drastically tested before experts among whom they could not make any show of idle superficialities. They might, for instance, be required to know one colony, and be allowed to specialise on the one with which they are most familiar and in which they are most interested; and at the end of the year they would know at least twice as much about it as they would have if they had studied it in the library at home. Again, our acquaintances entertain us with their traveller's tales because they know that there is nobody within earshot who knows better. They have the monopoly of the conversation at the moment, and we can only listen and admire; but if every year there was a large boat-load of these people, they would keep each other pretty well in check after a time, and the superficiality and sophistry would cure itself. At any rate, I believe the experiment would be very well worth trying. There was a very brief attempt to try it some years ago, but the time was not ripe for it then. The project was not taken up cordially, and it fell through, as so many proposals of reform do at their first initiation, but I believe that the impulse and impetus which has been given to Imperial studies at this great Exhibition, the feeling that we have all through this country now of greater warmth, greater

cordiality towards the Empire, will bring a real desire to understand its problems. In short, if this can ever be done, this year is the time to do it.

Now one final word. I have often been met, when I suggested any kind of educational reform, with a bewildered rejoinder as to where we are to get the information and the books, what courses of study we are to go through, and where we are to get the facts and figures and dates. Let me conclude by making one final practical suggestion. I daresay you know that an Imperial Studies Committee, organized partly by the Board of Education and partly by the Board of Trade, has been issuing for the past twenty-four weeks a weekly Bulletin of Imperial Studies. Anyone who reads those twenty-four through will already have acquired a very considerable amount of information on our Imperial history, and will have the material for a great deal more. I believe that those could be made the outline of an admirable scheme of Imperial Education, and would go a long way towards dissipating that ignorance of Imperial conditions which has been our great drawback in the past. Yet in spite of that drawback, our Imperial history is one of the most wonderful things in the world. The response made by the Empire in 1914 was a superb testimony to the loyalty which it has inspired the world over, but remember while we admire it, that it brings as a natural consequence its own responsibility. It is the business of everybody who cares about the Empire to see that this spirit is not damped or checked, but is allowed to grow and expand as new Imperial conditions grow and expand. We need not dwell too much on the dutiful side of it. I cannot help thinking that our great Imperialist poet must have been in an unusual mood of down-heartedness and depression when he wrote that poem about the "White Man's Burden." I do not think it is true that the carrying out and the administering of our imperial heritage necessarily means the "thankless task" and the opposition and the incurring of hatred, and so on, which he described. Perhaps our unthinking habit of antithesis leads us astray over that question. We are rather inclined to think that there are two separate classes of people, and that everybody falls into one or other class, either the dour, ill-tempered, unpopular doer of his duty, or the man who is a mere opportunist, asking, hat in hand, for popularity. It is not true. You cannot

divide people into those two categories. It is quite possible that the administration of the highest and most difficult and complex duties may be compatible with loving your fellow men and being loved by them. Why, we have just seen in the last few days the autobiography of Thomas Burt, one of the finest and most honest men who ever lived, absolutely upright in the performance of his duty. He was beloved by everybody who knew him from boyhood up, and that is equally true of many among the great administrators whom we see in our Imperial history. We must not go away with the idea that the study of Imperial problems is a study only of difficulties encountered and dangers met. It is a study also of enormous and lasting successes, and of triumphs, the laurels of which are still with us.

THE DOWAGER COUNTESS OF JERSEY, *President of the
Victoria League*

I DO feel it an honour to be allowed to come before you this afternoon to bear my testimony to the value of the words which have been addressed to us by Sir Henry Hadow. After all that he has said to us on the desirability—I might almost say the necessity—of Imperial education, I certainly would not dwell upon that side of the question. He has told us that we English people are too apt to look at a thing and go away and forget it. We look at the Empire, and then go away and forget our share, and what we have to do in the building up of that Empire. My part is a very simple one. I have been asked to tell you something of what the Victoria League has done in carrying out that very work which Sir Henry Hadow has enforced upon us.

Just one word about the League. It came into existence on the death of Queen Victoria and during the Boer War, when everybody's heart was filled with anxiety, with sorrow that the beloved Queen had passed away from us, and with wonder as to whether the work begun during her reign could be carried on to yet higher heights. Therefore, a large number of people joined together with the view of drawing closer the bonds of sympathy between the different parts of the Empire. Not only were they non-party, but they enlisted representatives

of all the chief parties in the State. This principle has been carried out to the present day, and after twenty-three years we are proud to say that no difference of opinion has ever arisen amongst us as to the duty, and even as to the method of carrying out that Imperial enterprise. One side of our work, that of personal intercourse between different parts of the Empire is beside the question at present before this great meeting, but the other side which we have carried on ever since the beginning, that of trying to educate every part of the Empire to know something of every other part, is one which nearly concerns us all this afternoon. We have always aimed not so much at educating those who have gone from us beyond the seas, who are already deeply interested in the home country, as at educating those who stay at home to know more and more of their great heritage. We divide our educational work into two or three different parts, and possibly it might interest some here present to know how it stands to-day. What was done last year? In the first place we have lectures. We had 158 lectures given in different parts of the country, apart from those given in Victoria League House, Eccleston Square, during the autumn and winter months. The lectures in Eccleston Square are always given by most distinguished people from different parts of the Empire. As regards the lectures throughout the country they very largely take place in Women's Institutes, for we are thankful to work hand in hand with any existing institution. Women's Institutes have been of the greatest use throughout the country. These lectures are always given gratis and out of love for the work, and the most we ever pay is out-of-pocket expenses. Apart from the lectures, we have a very large number of books, such books as Sir Henry Hadow recommended, the best books we can procure, mostly educational but very often stories, any books which will excite an interest, and teach something about the Empire. I do not think we ought to ignore stories. I am quite sure that my early love for the Empire came from story books. Well, we have a lending library of something like 2,600 books which are in constant circulation to the schools affiliated to us. May I say here that I do feel such a tremendous sympathy with school teachers. I have had something to do with elementary schools all my life, not to speak of having seen numberless schools in Australia. I really marvel at what the teachers can and do

teach the children, and at their energy and devotion. It sometimes amuses me when I hear people say they do not teach useful things. When I go into a school now and see what the master does and teaches, it appears wonderful. Nor do I think that the education authorities are so dead to modern requirements as they are sometimes supposed to be. At the end of last year they instituted a scheme of intensive Empire study during the first months of this year, in preparation for the Exhibition. All that has aroused an enormous desire on the part of the schools to get books and information which they can impart to the children, and we try to help by our system of affiliating schools. It is not a very expensive thing to affiliate a school to the Victoria League. An elementary school is affiliated for 1s. a year, and secondary schools for 5s. a year. We have now some 200 schools affiliated to us, and the number is rapidly increasing. For that sum they can get not only the use of our books, but also the use of our slides. Many of these slides we hold in conjunction with the Royal Colonial Institute and the Visual Instruction Committee, and we have in addition a very large number of our own which we have bought or which have been given to us by the Dominions. We have therefore an immense number of slides illustrating the different parts of the Empire, and the only expense to the schools using them is the carriage. We supplied during the past year 285 "picture talks." That is to say, collections of slides with little books of notes giving descriptions of the subjects illustrated, because it is very difficult indeed, no matter how highly educated a master or mistress may be, to keep entirely up to date. Sir Henry Hadow referred just now to Greek and Roman history. Well, you can keep that up to date because it is past history. When you have once learnt the history of the Roman Empire and the wars of Greece you know it, the subject is complete, but you cannot treat the British Empire in that way because it is not past history. It is a living organism. It is always growing, extending, and changing its difficulties. I recollect that on one occasion some years after the Boer War, I had occasion to set a number of subjects for essays in some schools in South Wales, and one which I chose was Africa. The essays came back very good, but the writers had not realized that South Africa was federated. Such developments arise everywhere. What we

used to call Colonies in Australia are now turned into States, the whole has become a Commonwealth, great cities have sprung up, and a desert railway, and mines, and so on have opened out. A busy master who is all day teaching in the schools and in the evening has to look over papers, cannot be expected to keep his information about all these things up to date, and we find that they often send to us for information which we have collected and tabulated, when we send it down with picture slides they find it extremely useful, and write most courteous letters, constantly suggesting that other schools should affiliate. Moreover, we have a system of correspondence between children at home and overseas. At the present time, for instance, we have a troop of Girl Guides in Northumberland who are in correspondence with Guides in New Zealand, and exchange picture post cards, etc. I think, ladies and gentlemen, you will allow that all this helps to promote a better knowledge of the Empire on both sides, among those who receive the letters overseas, and among those who listen to the lectures or see the pictures and slides in England. We have this cause very much at heart. What we see everywhere is the extraordinary keenness of the rising generation. We find that since the Great War there has been a far greater interest in our Empire than there ever was before, among the teachers and the children, and among those who promote Women's Institutes, Public Libraries, etc., throughout the country. There are many more boys and girls who think of going out overseas, and naturally not only they, but their parents, want to know more about these far-off Dominions. I can hardly credit that some people object to this question of spreading information about the Empire. If so, it must be from the curious idea that it means militarism, a desire to go to war, or to dominate. I am quite sure that it means nothing of the sort. It means a brotherhood across the seas, and a wish to work together for the peace and goodwill of all mankind.

THE HON. SIR ARTHUR STANLEY, *Deputy Chairman of the
Council of the Royal Colonial Institute*

I COUNT it an honour to be allowed to be present here this afternoon to have heard the addresses which have preceded the

few remarks which I wish now to make, and I thank you, sir, for having organized this series of meetings, to bring home to us here in the Mother Country the necessity of Imperial studies. Now I suppose we all, when we think of studies, go back to our own school days, and we compare, as far as we are able, the system which was adopted in the seminary where we acquired information with that which is now advocated, and that which I understand is now employed. My recollection of my instruction in the broad questions of history, geography, political economy, and so on, is that those matters were kept in watertight compartments. There was no direct connection between geography and history, or between geography and politics. The hour's lesson on geography which we were given seemed to bear little relation with anything else we studied. It was a point in the difficult road which we trod in connection with knowledge, but it was a mere point unconnected with what came before or what came after. I understand that nowadays things are altered, and that we do realize that when studying history the mind must be applied to the geographical aspect of history, for the very existence of this Empire of ours is very largely due to the geographical position in which we find ourselves in the world. The very foundation of our Empire is due to the fact that we are trained to be a mercantile race. That is one point which is elementary, but an entrancingly interesting geography lesson which will at once link up history and geography, and with geography the economic questions which arise out of our historical adventures in the past three hundred years. When I went to the University, I was less fortunate than are my successors of the present day, for though I went to a college which was always supposed to be the home of all sorts and conditions of men, yet in that college in those days we had not the inestimable advantage which our young undergraduates nowadays have of meeting scholars throughout the world, for, while it is perfectly true that you learn most of a country by visiting it, yet these modern countries which go to make up our Empire require more than the cursory study which we can give to Rome or Athens. It takes months and years to realize what you have to see or learn in a new city, whether it be New York, Washington, Melbourne, or Ottawa, for our study, when we come to our dominions, is not the scenery nor the architecture ; it is the politics, customs,

habits, state of mind of the men who live in that country. Such a study is more lengthy, is more difficult, is less easily acquired than to learn the difference between a Corinthian and a Doric capital. These things can be learnt rapidly, but to learn the growth of political ideals which are created by the juxtaposition of, let us say, Canada and the United States, by the relations which existed between the American continent and ourselves in the eighteenth century, to learn the effect which the American Revolution had upon the creation of our Australian Commonwealth—all these things are not easy either to learn or to teach. We are, I think, fortunate in living now in an era when the importance of the study of Imperialism has been realized in schools, in our universities, in our colleges, and I doubt not that my son, who is now at school, is getting a fuller and more interesting education, because these matters of live interest to us are being made subjects for him to think about, to write about, to learn about. But, sir, when we claim that it is the duty of us all to enforce upon the rising generation the importance of Imperial studies, we may be asked the question, What has the Empire done for the world, for if it is merely a great thing, great in size and extent, but without something which is going to give to the world—yes, and leave to the world, if it ever changes, as all living organisms do change, into something quite different from what it is at present—if it is not going to show to the rising generation that this Empire of ours has given something of permanent value to the world, then merely because of its size it would be less worth studying. It is because it has given and is giving something to the world as the other great Empires of the world have. We have given to the world an ideal, not of conquest, though we have been a great conquering race ; we have given them an ideal not of warlike success, though we have had our warlike successes ; we have given to the world not an ideal of artistic excellence such as Greece, though we have had our great artists and great men of letters ; we have had to some extent all the things which the great nations and Empires have had in the past, but we have had something which no Empire before us has had ; we have had the ideal of self-government, and that is the claim which I make for the British Empire pre-eminent over all that has gone before. It is a great gift which we, the English-speaking people, have given to the world.

We have given them the ideal of managing their affairs by the democratic will of those who are governed. If we study the history of our Empire from that point of view, we do not need to go back beyond, let us say, the early days of the Wars of the Roses, in comparing the importance of that particular study, but we do want our boys and girls in our elementary schools, in our schools overseas, to realize that the history of this little island of ours is something which concerns them personally, directly and intimately, and to realise that the war of Cromwell against the Stuarts, the bringing over of William III, and the final expulsion of the Stuart dynasty, these contests are not mere dry-as-dust historical facts, but are the antecedents of the very Parliament and institutions under which they live, that out of those grew the Parliament, whether it be the Parliament of the State of New South Wales and Victoria, or whether it be the Parliament of the Commonwealth of Australia or the Dominion of Canada. Surely it is something worth while knowing to know the history of our own country, to know the growth of the Institutions which we have inherited and which we have given to the world at large. It is our duty, I think, as members of the great league of nations of the British Empire, to see that the instruction given in the history of self-government is a live instruction, is not an instruction such as is given in higher mathematics, unimportant except as a machine for education, but is something which influences and directs our whole lives.

And so the question of Imperial studies is a live question. It is a question which I firmly believe is being pushed to the forefront of our educational propaganda, and rightly being pushed, a subject which I rejoice to think has come to the fore and will remain at the fore for as long as the British Empire exists, and long after it ceases to exist, if ever it does. The history of the growth of our Institutions will be a study for all who love liberty and democracy. Mr. Chairman, I thank you for giving me this opportunity of being present here this afternoon. I trust that those who are here this afternoon will join with you in carrying forward what has been your life work, sir, bringing home to the boys and girls and men and women, the rising generation of this association of free nations, the extreme importance of understanding their own history.

MISS F. R. GRAY, *President of the Association of Headmistresses*

I HAVE been invited to speak this afternoon as President of the Association of Headmistresses of Public Secondary Schools for Girls, and in that capacity I offer my very best wishes and the wishes of my Association for the complete success of this Conference. We have given it of our best, because one of our number, Miss Phillips, will be reading a paper at one of the later sessions of the Conference. I propose only to take so much time as will permit me to tell you a short story.

Once upon a time, it is only a few years ago, on a very quiet Sunday afternoon, I was sitting in my garden, I was occupying myself in reading two or three letters that had come from Overseas by the late post on Saturday evening, and I opened one of these letters which came from Canada. I knew the writer very well. She had been a girl in one of the schools of the Association that I represent, and she had gone to Canada because, she told me, she had always taken an immense interest in Canada since the time when she was thirteen, and had had a very interesting course of lessons on Canada in the geography room. I was very anxious to know how she was getting on. She had gone out as a teacher, and I knew that she had gone far into the interior of Canada, and from all that I could hear she was in a rather uncivilized place. The letter gave me a neutral account and picture of what her difficulties had been. I felt that she was not a person who would naturally indulge in complaints, but as I read on sheet after sheet, difficulty after difficulty, I began to feel uneasy, and to think, "Well, now surely she must come back, and all her hopes must be disappointed. She must come back, and settle down, and find work in England." She was in a part of Canada where there were a good many half-breeds who seemed to be very difficult to manage. She told me how the teacher who had been before her in that little school had used the discipline of a leather strap very freely, and therefore she found it difficult to make the little half-breed children obey her, but there were worse difficulties than that, and difficulties that I felt probably she would feel to be insurmountable. I came to the end of a sheet. She had just written at the end, "I find that the English are very

unpopular here." And then I turned over. My heart sank, and I could see why the English were unpopular, because evidently a good many of them had tried the place, and had gone away, and in some cases those who stayed had much better have gone away. They were not the right sort at all, so when she wrote that the English were very unpopular there, and I turned over the page, I expected to read, "You may expect me back in England by the end of next month or so." But no. I felt that what she wrote contained in it all the love of the Mother Country and of the loyalty to a sense of what the Mother Country owed to her children, of that trust in England and the spreading of the spirit of England into her daughter lands when I read, "The English are very unpopular here, so I have bought a pony and I am building a shack." That, Mr. Chairman, I venture to say is the spirit in which we should like to send out our settlers to be links between the Mother Country and her daughters. I think it shows that, though I agree with a great deal that has been said this afternoon about Imperial studies, we should have through all that we teach the spirit and the atmosphere that can give the most ordinary history and geography lesson an interest that will make some of our boys and girls anxious to go out and spend their lives in the Colonies.

II

The Place of Imperial Studies in the Education of the Teacher

Chairman : LORD BURNHAM

IT accords me the greatest pleasure to take the chair this afternoon ; in the first place because of one's natural and obvious sympathy with the purpose for which these conferences are being held ; and secondly in this session you are to hear some authoritative views as to the place of Imperial studies in the education of the teacher. I have for the past year been chairman of the Departmental Committee on Training Colleges of the Board of Education. It would be doing you an ill-service with the short time at our disposal were I to stand between you and those speakers who have prepared with care and study the papers which I think you have in your hands. I will content myself by saying that, so far as I know, although a good deal may have been done of late to improve the syllabus, the bias of our educational system remains wholly insular. And if that be true, and if so far it tells little of the growth and development of this Realm into what is always called now the Commonwealth of Free Nations—which is the British Empire—then what has been accomplished is not very much. Long ago, as you know, in the days of the Tudors, it was said that the Realm had become an Empire, and if it has taken all these centuries for those to whom is committed the sacred charge of carrying out the education of the children of this country, to realize that truth in our course of training, then it behoves us to be as alert and as active as possible in providing that the future shall be better than the past. I have pleasure in asking Alderman Conway, who is, as you know, the President of the National Union of Teachers, to deliver his address, and he will be followed by Professor Adamson, who is Professor of Education in the University of London. I beg to call upon Alderman Conway.

ALDERMAN CONWAY, *President of the National Union of Teachers*

WITHIN recent times to the people of this country what is now known as the British Empire was simply a geographical expression denoting British possessions. The common conception that obtained was the crude one of places on the map marked red, mainly acquired by war activity at various times. Later, this idea was somewhat modified when the term "dominions" was introduced in reference to part of our possessions, and subsequently the better concept of an Empire not based on the model of bygone Empires, but on an international system of autonomous, semi-autonomous, or crown-governed states linked together by bonds of a similar conception of civilization, progress, language, freedom, etc., in the dominions, and a more or less paternal or benevolent autocracy elsewhere. In fact, a movement to a great commonwealth at varying rates of progression each contributing its quota to the common good, and all providing a lesson to the rest of the world in development under one suzerainty. But crude notions still exist as to the purpose and destiny of the Empire.

It must be obvious, therefore, that the education of the people within the Empire as to their imperial heritage, traditions, and responsibilities is a necessary pre-requisite to complete success, and it is with the young of the nation that the necessary enlightenment must begin.

The defects of the present system, or lack of system, are manifest. There is and has been a woeful ignorance of the facts, and in the main, a haphazard or casual treatment of them. Moreover, such studies and teaching as have obtained have been confined too strictly to the geographical and historical aspects. Though these two great aspects are of first importance they must not form the whole content of such studies in the schools of this country. Sole emphasis of these two aspects has given too narrow, and even too prejudiced a conception of the subject. We do not desire, I hope, that our youth shall look wholly into the past, standing, as Melville says, "crystallized like Lot's wife and unable to look into the future." The past is the foundation on which we have to build; the future is ours to mould.

Important, therefore, as the tale of the acquisition and growth

of our great Empire undoubtedly is, and the fact that having acquired this giant responsibility we have to see it through, we must shoulder it in a spirit of broad enlightenment so that each land forming part of the Empire will desire to carry on its affairs in the closest co-operation with the Motherland. Nor must we allow the idea to creep into our teaching of the fact that ownership is the dominant factor in the problem. Such an insular idea is a grave mistake in the interests of the Empire. We are in the position of steward rendering to civilization a great service and providing an example to the world generally of the value of our efforts.

I stress this particular aspect as highly important. The ideas of a freedom-loving people such as our own, accepting and obeying laws which their experience tells them are necessary and beneficial to the working out of a definite problem of civilization such as the Empire, may provide a stimulus to other nations, and make us, as I hope we desire, the world-leader in the onward march of progressive development. For what does the British Empire mean objectively, but a gigantic experiment in the extension of British ideas of civilization, forms of government, etc. ? And what does the British Empire portend but a conception of a commonwealth, giving to the minds of its citizens a sense of comradeship in the pursuit of a common ideal of free peoples working to spread the enlightenment of the spirit of honourable dealing, tolerance, and justice in the shaping of future world history ? Unless these fundamentals are the rock on which we build our facts, we shall neither promote the proper spirit among our own peoples nor have that influence on the outside nations that we seek. In our teaching, therefore, it is highly essential to promote this spirit as the real basis for a right understanding both in and out of the Empire. In our teaching also, it must be borne in mind that the highest life of one nation differs from that of another, and that no one can advance to a higher stage except on lines which circumstances and previous history indicate. This involves a knowledge, sympathy, and tolerance with conceptions of freedom and law varying from our own, and making our task one of complete understanding with races other than Anglo-Saxon within our Empire. We must, therefore, take the question of guidance of dependent lands very seriously, realizing that the proper carrying out of our responsibilities in

this respect depends mainly upon the extent to which we can educate our people in the Motherland to the ideals of higher and fuller life as an earnest for the assumed responsibility of the civilization of others.

Any scheme of imperial studies, therefore, must take as its broad basis unity among the nations of the Empire and the working towards a conception of freedom and law which rises superior to race, creed, language, mountain barriers, seas, or rivers, and knitting together the peoples in the Empire in a common task for the good of the world ; eradicating selfishness, hate, and misunderstanding, and promoting the spirit that will carry the Empire onward.

If these are to be the foundation of our teaching besides history and geography, literature, civics, science and economics must play their part.

Take the history of our Empire. Speaking with some reserve, I say that it needs to be re-written to enter into the bones and marrow of our young people. The facts, the dry bones are there, the precise dates and periods are there—far too many of them—but the romance of the growth of the Empire, the very constituent that appeals to the sub-conscious in children and which leaves the most lasting impression is, speaking generally, still wanting. Our Empire history records need peptonizing ; there is far too little jam and too much pill. The pioneer, the discoverer, the explorer ; the enterprises, the adventures, the heroisms, the blunders, the crimes, the successes, the failures ; if the dose of romance is related to these, they appeal to the ardent mind of youth. I confess that I got, as a boy, a clearer conception of one of the racial characteristics of our people—their love of adventure—from reading Mungo Park's *Travels*, than I did from formal history lessons prior. I remember being struck with the fact that here was a Briton carrying into the wilds of Africa the British atmosphere of tolerance, kindliness, understanding, sympathy, and righteous dealing just as if he were among his own people. That book did more to impress me as a boy with the purpose and destiny of our race than anything else. It was a finger-post directing my growing beliefs and judgment, and was the beginning of a life-long influence. Others trace the influence on their minds to other events. I mention the matter with some diffidence, simply because it was history

in the making, living, pulsating, inspiring, and it is in my opinion the romance of our racial expansion that seizes the imagination of the young, and which clothes the dry bones of historical teaching.

The same in relation to the teaching of geography. The political, industrial, commercial and economic relations of the different countries in the Empire ; how the ideal arose of a self-contained Empire supplying the main wants of all included therein ; the movement of people from one part of the Empire to another, due to economic pressure or adventure ; how people live, work, and are governed ; their homes, occupations, education, opportunities, social amenities, prospects, etc. In a word, the human aspect of the subject is the only way to get an adequate comprehension of the problems as far as the children are concerned.

Economics is thus woven into the fabric of history and geography. The relation of our own methods of local and national government ; how they have grown and developed ; how colonists have carried these conceptions to the farthest ends of Empire ; how they have adapted them to new circumstances ; how in Crown Colonies the British administrator has in the main avoided the mistakes of bygone Empires by not imposing autocratically methods of government alien to the inhabitants, but conformed as far as possible to what was best in their own forms of civilization, and proceeded by way of development. Thus civics become vivid and real both at home and abroad.

Science also plays its part. Its application to agriculture, to machinery, to industrial production, from the hand tool to power mechanism, to transport by road, canal, railway or ship ; the telegraph, the telephone, wireless telegraphy ; all new links in the chain of Empire ; how these have, and are, altering economic conditions ; how they affect methods of government ; how they make the world smaller, how they have multiplied the resources of civilized man a thousand-fold by bringing the hidden stores of nature to light ; how they have increased the possibility of evil uses as well as good ; how they have tended to make life more complex by increasing the attainable new wants and added to the weight of a great responsibility, needing a more and more alert and intelligent citizen, strong in moral purpose and outlook. Countless considerations may be adduced at will to show how

applied science has made a stable and permanent Empire possible if its people grow correspondingly more alert, more purposeful, more alive to the responsibilities—duties as well as obligations. The white man's burden thus becomes, not a disagreeable duty, but a joy in the task of leaving the world, or at least our part of it, better than we found it.

Literature provides the stimulus to the imaginative element in the more or less necessary didactic treatment of the subject of Empire. There youth will find the reflection of national life rising and falling in value according as the fortunes of the particular nation are ascending or descending. There the travail, the hopes, the fears, the prophecies of the poet and the writer endeavouring to elucidate the meaning of life, and man's efforts in the enlarged consciousness of power. Our nineteenth century literature is matchless in the light it throws on the upward movement of our nation pressed by necessity and development, and children can appreciate this in relation to the facts of history.

How, therefore, can we produce out of the past somewhat haphazard treatment of knowledge of Empire a systematic and co-ordinated effort, so that the youth of Empire will not only attain the necessary knowledge, but realize fully the bonds of the invisible Empire of tradition, purpose and destiny? In short, how create a spirit of Empire in accord with changing circumstances and objectively providing the rest of the world with a model of wise government?

The teacher alone can do much, but not all. It needs a co-operative effort of all concerned. Each country experimenting on its own is insufficient. Insular eyes are not Empire eyes! It is not the English view of an Australian problem, nor essentially the Australian view of the same that primarily matters; if it has an Empire reaction, it is the Empire view that matters. That is where the emphasis must be placed in educating children, and all the means to secure the same be at the common disposal. The respective Education Boards, Authorities, etc., should see to the interchange of reliable information of all kinds. It is perfectly appalling the lack in continuous information of Empire matters. The school may be relied on if given current data, but the after-school life needs the same continuous treatment. Why cannot the Press throughout the Empire give us an Empire column day by day, contributed by brethren across the seas?

Or, if that is too much, at least once or twice a week? We correct the disability of distance by authoritative information. I surmise that we know more of our continental neighbours than of our brethren abroad because of the superior accessibility and continuity of reliable foreign news.

Could not our own Board of Education, through an informative journal, keep authorities and teachers in touch with what is current in the broad field of education in other parts of the Empire? I am sure the same would be welcome. The authorities might arrange for school purposes for an interchange of newspapers, magazines, or even books, or authorize the same to be conducted by teachers themselves. This in itself would be a corrective to insular views. There is frequently found excellent authoritative material on Empire questions buried away in monthly and quarterly reviews. Some means of drawing attention to these might be adopted.

One notes a practice growing common in secondary schools of establishing a form of foreign relations by corresponding with some schoolboy or girl abroad. This applies to France particularly. Is it not possible to establish a similar system in each school of three or four seniors indulging in correspondence with children in different Colonies? Such letters could deal with school and home life, mode of living, local descriptions, amusements, etc. They would lead to interchange of various kinds. These things would appeal to children, and all correspondence might become a matter of school interest when read out and made much of by the staff.

The education efforts of some cinema companies are all to the good. I wish that it were more possible to adopt generally a library of films dealing with various parts of the Empire. Local authorities might explore the possibilities of this suggestion.

If the institution of a sabbatical year for teachers was more favoured, it would be possible to effect interchange of teachers to a more considerable extent than is possible under any other method. I commend this to the attention of the Board of Education.

Travelling scholarships for intending teachers during the final year of their course in an Empire university abroad would undoubtedly be advantageous. Interchange of lecturers of standing for adult educational purposes might be tried. School libraries might have a special section of Empire books. Local

libraries might provide a special catalogue of all books throwing light on the same subject for the use of school children.

These and many other suggestions arise in the direction of promoting this beneficial work. They pre-suppose a deliberate and systematic effort to spread the light of knowledge and ideas on the subject, and to foster the spirit of inquiry so that it may become a permanent and life-long habit and pleasure.

The task is not an easy one ; it will bear no immediate fruit ; at least a generation must pass before the binding link becomes apparent. But it is work well worth doing, and if well done it will break the spirit of fatalism which encompasses outlook on a great responsibility.

No one may lay down precise plans on the subject of the relation of Imperial studies in regard to education. That must be left to experiment. But the creation of the correct spirit is all essential. It provides the driving force that promotes success in the task.

I affirm my belief that such studies may only be approached in a broad and enlightened spirit and forming part of that liberal education which tends to help every budding citizen to become a full partaker in the advance of the race, in the education of life itself which makes a man liberal and just to his fellows, which enlarges his own soul, and which proves in the long run the greatest factor for advancing understanding and fellowship.

This Empire partnership, this confidence in a great destiny based on liberty and common cause in righteous dealing is our hope of the future, and as our future is in our schools to-day, that is where the good work must begin. Success depends upon our enthusiasm and co-operation. Are we to become torch-bearers during this great display of Empire activities ? I sincerely hope that 1924 will be a finger-post in our rugged path !

J. W. ADAMSON, *Professor of Education in the University of London*

THE title borne by this paper scarcely succeeds in bringing before us the precise subject which the paper itself is to discuss. At a later stage of the Conference, papers will be read on the place of imperial studies in the education of the citizen. As

the greater includes the less and the teacher is also a citizen, those later papers will by inference consider the education of the teacher, though not of course in his professional capacity. This reflexion considerably reduces the area which we are at this moment to regard.

By "teacher" it is assumed that "schoolmaster," "school-mistress" is meant. But this does not define for us the particular type of school in which the teacher is engaged. In different classes of schools the teachers' responsibilities differ with reference to particular subjects of instruction, or groups of such subjects. In secondary schools, including to a great extent the public schools, studies are in the charge of specialists; in elementary schools the employment of specialists is not the rule. Is the duty towards imperial studies the same in the case of teachers of history and of physics? Do these studies mean the same for the specialist in classics and the non-specialist of the elementary school? Which sort of teacher have we in view?

Again, do we mean by "the education of the teacher" his technical training or that wider, general discipline which he shares with other educated persons, irrespective of their calling? Training to teach involves practice in teaching, the mastery of certain principles and the application of these to particular studies when addressed to pupils of given ages. If by the education of the teacher we mean this technical training only, we further reduce the field of our attention. We should in that case regard only teachers of subjects like history, geography, economics, civics, or other definite branch of what we call "Imperial Studies," leaving aside all other teachers.

Yet this would almost reduce our title to an absurdity. By all the rules of logic, "the teacher" means all teachers, any teacher. It seems to follow that our title does not require us to consider the type of school in which the teacher works, or the subject, or subjects, which he teaches, or the content of his strictly professional training.

Teachers are citizens, and the education of no British citizen is satisfactory which omits a knowledge of the British Empire. The programme of this Conference implies some sort of difference between the teacher and the citizen in this matter. The difference lies pretty obviously in the nature of the teacher's responsibility. On him (or her) to a very great extent depends the

education of the boys and girls who are the citizens of the future. While schoolmasters and schoolmistresses have a special obligation in reference to the knowledge which their pupils are to acquire, they also have a measure of responsibility for the ideals of conduct, the intellectual and emotional interests of their charges. Their power and responsibility are shared by the administrators of public education, who determine so many of the conditions under which teachers work.

Can it be said with truth that the interest in the Empire at large customarily shown by the people of the homeland is evidence that teachers as a whole succeed in this part of their task? Do our people realize not merely the geographical extent of the British Empire, but also its possibilities, its probable future, its obligations to the whole world? If a satisfactory answer is not given to these questions, some of the blame must be attributed to the teacher's education.

Long ago, in another connection, John Stuart Mill said, in the House of Commons, "I demand that all who exercise power should have the burthen laid on them of knowing something about the 'things they have power over.'" The millions of men and women in this country who cast a vote in a Parliamentary election, by that very fact, exercise a power over the fortunes of the Empire which is well-nigh incalculable. The vast majority of these learn all they know of the Empire from their newspaper, basing the knowledge on the teaching of the elementary school. Let me illustrate the danger of ignorance here. The Empire needs not only to be maintained and developed from within; although the fact is frequently forgotten or ignored, it also calls for defence from without. For quite self-regarding, personal advantage, the inhabitants of these islands should be prompt to note and to redress every failure to keep the Empire secure. It seems to be one of the limits of our national mentality that we do not readily apprehend the military point of view; we are not born strategists. For that reason it is particularly expedient that our people should be enlightened as to the vulnerability of the Empire and the absolute necessity of maintaining it unbroken and secure from attack. The necessary knowledge should be part of the equipment of every educated man and woman. But it more particularly concerns the teacher,

since without it he is unable to make clear to his pupils a most important point in civic duty.

We may leave to the discussion of another day so much of the teacher's education as is merged in the citizen's. Its matter will be much the same for both, though perhaps fuller and more precise in the teacher's case. But the vital thing is not a matter of more or less, exact or less exact ; it is the attitude, the spirit in which the teacher contemplates the great commonwealth of nations to which he owes a filial duty. His education should stimulate in him foresight and imagination, so that not only does he see the Empire as it is in 1924, as it is partially reflected here at Wembley, but as it might be twenty, thirty, fifty, a century of years ahead.

"Home-keeping youths have ever homely wits." The educational value of travel is an ancient commonplace dating back at least to the days of the *Odyssey*. Undoubtedly a most effective element in the teacher's education is a first-hand acquaintance with some part, or parts, of the Empire outside his homeland, whether his home be here in Britain or in the Dominions overseas. Not every teacher can share in this form of education ; but, where circumstances favour the exchange of teachers, the plan calls for support in the best interests of imperial study.

A company of scholars recently united to describe the *Legacy of Rome*. The volume which was the result of their collaboration set forth the benefits which the world of to-day owes to that long vanished polity, not only in such material things as building and the engineering of great roads, on which civilization so much depends, but also in law, religion, philosophy, literature and social life

Does not the legacy of Rome invite comparison ? Should the time come in this transient world when the British Empire itself is the subject of an historical study, wherein will its legacy consist ? We are not in a position to answer the question. Great as are the achievements of the Empire since it began to be, some three and a half centuries ago, it is as yet only in its initial stages. Throw the mind forward three and a half centuries, remembering the acceleration attained during the present century, largely in consequence of the speeding-up of communications. Then imagine what the nations which make up that Commonwealth may become, with their vast natural resources

drawn from every region of the earth, with their great populations holding a common heritage in speech, in social life, in spiritual ideals. Nay, look only so far onwards as to the full manhood of boys now at school, and visualize what the Empire might mean to them, simply as enhancing the material conditions of life. But whether the vision extends to thirty or to three hundred years, it should envisage a great, strong, united society, aiming at peace and goodwill amongst men.

Pictures such as these challenge every sort of leader to-day throughout the Empire, summoning him, or her, to loyal service, to do his best according to his opportunities, to give to his pupils in the first place a clear conception of the Empire, not only as a huge world-wide territory dowered with the material of almost infinite wealth, but as a great community moved by a common ideal of justice, order, and righteous dealing. Next, he must strive to warm this intellectual conception into life by clothing it with feeling. That cannot be done by exhortations to loyalty in the abstract. It is best done by actual service. Some approach to it may be made through history and biography, wherein the story of the building of the Empire is made plain. That story should be told frankly, "warts and all," so long as a due sense of proportion is observed; the "warts" at least enforce a becoming humility. In any case we cannot love what we do not know, and the knowledge of what the Empire means to the British people, to all the subjects of the King, and to the world in general is a part of the teacher's education. That it calls for some study of history by all teachers, irrespective of their specialisms, is a point in its favour. In all directions we are daily reminded of the defects in the equipment of the men and women who know no history. Such defects when wedded to the Parliamentary vote become a national or an imperial danger.

The schoolmaster and schoolmistress, as public servants, owe a duty to the Empire which should find its correspondence in their education. In this connection their work fails if it leaves boys and girls ignorant of the part played in the world-economy by the great community of which they are children, and to which they owe service. Contrariwise, that teaching is in this matter successful which so pictures the British Commonwealth of nations that, in part at least, its significance is realized for the

individual, for the British peoples and for mankind, teaching which so stimulates imagination and feeling that boys and girls will feel it their duty to advance the well-being of the Empire and to pass it on to their children unimpaired in usefulness. In that way Britain, like Rome, will not only leave a legacy to humanity, but it will, in the providence of God, long delay the time when the term "legacy" will seem to be appropriate.

DISCUSSION

MAJOR J. R. KIRK, *Member of the Council of Education in New Zealand*

SPEAKING for New Zealand, the point I want to make in regard to the place of Imperial studies in the education of teachers is this. In the past we have drawn our inspiration from England. In the future we hope still to do so, but the Empire is in a state of transition and England is in a state of transition. In the past we have looked to you for guidance, knowing that your men here were being trained from their youth in Imperial studies, that they would have a knowledge of what took place in Rome and Greece, and other Empires which have risen and fallen. To-day, there is a different atmosphere. Can we always be sure that the man who is coming into power in this country will have that knowledge which we always knew in the past would be there? If he has that knowledge there is no reason why he should not be as good an Empire builder as any predecessor, but can we be sure that those men who are going to have their influence extended as far as the borderline of Empire, will have that knowledge? It seems to me that the teacher must remember that he is going to teach the man who is going to rule the Empire, and we must be assured in New Zealand that those who will bear rule in this country are going to have a knowledge of British history that will assure to us wide, broad and inspiring leadership.

DR. M. W. KEATINGE, *Oxford University*

I COME from a University, and teach in a University, that of Oxford, where we have rather exceptional facilities for coming into touch with Colonial opinion. In the first place, we have a chair of Colonial History, and in the second place and far better are the Rhodes Scholars, who come to us from every part of the Empire, and though we teach Rhodes Scholars something they teach us a good deal in return. I have been very much struck in discussing the questions that have been before us this afternoon, questions of giving information about the Empire, to find how extremely dissatisfied all the speakers were, or most of them, with the information to be found in the little textbooks on Colonial History. They pointed out over and over again that in scarcely any case is the point of view of the Colony taken, and that the facts are often so destroyed or so little understood as to be virtually incorrect. The first demand that we must make, therefore, is that Colonial history must be accurate. The second demand is that it should be given as history and not as propaganda.

LORD BURNHAM, at the close of the discussion, said: May I just stand up for a few minutes, not as a stop-gap, but as a fill-gap for the speakers whom I hoped to hear at this gathering. I confess that, while appreciating the papers which have been read and the speakers who have made them, I should have liked to have heard the subject discussed from the point of view of the training of teachers, which is the subject, of course, of this afternoon's conference. So far as I know, the history of the Empire does not find any special place in the training of our teachers at all. Naturally, it comes in incidentally on its historical side, but I don't know that it is ever given any prominence, or that we have that spirit of patriotism that is capable of being taught as it ought to be taught. Every public school in America absolutely rings with patriotism. Every opportunity is taken of inculcating the incalculable merits of the American Constitution and the extraordinary advantage which

the citizen of the United States has in belonging to America. There is much more flag-wagging in the United States, of course ; incomparably more perhaps than there is in any part of the British Empire ; but there is incomparably more flag-wagging in other parts of the British Empire than there is in this country. Some of the things which are recommended here to-day have been introduced almost entirely by the Overseas Dominions. The correspondence of schools, for example. When I was in Canada as President of the Imperial Press Conference in 1920, my wife unfurled the Union Jack at Edmonton, which as you know is the capital of Alberta and its principal city, in front of ten thousand school children of every kind of racial origin, and all joined in singing the National Anthem together. And then we found that they were in correspondence with the schools in Edmonton in Middlesex. And that is true of nearly every other place in the Dominions of Canada and Australia and New Zealand. I don't say that it can't be extended further, but it is not the invention of this year, and I am glad to say that it has been progressing for a long time. I don't think that the general teaching with regard to the Empire itself fills half enough of our space in the curriculum of either our training colleges or our secondary schools, though so far as I know they are better than they were. There is no doubt but that the text-books are miserably insufficient. I don't suppose that they are quite as difficult to get hold of as they were when I was myself in the History School at Oxford University, but there are very few of them which, as I heard my fellow-Oxonian say a moment or two ago, those who can speak as citizens of the Overseas Dominions can approve. Now I should like to give you two crucial examples. We read very little in our history books, such as are used in our colleges and schools, about what the United Empire Loyalists were and what they did. We are content to think that it was equally beneficial and equally patriotic for these Colonists to have acted as they did, when the rest of them in the American Revolution declared against this country, whether rightly or wrongly, and elected to stay with all the advantages which their associations and family comforts and their homes conferred, such as they were, in the Colonies which joined together first in the Confederation, and then in the great Federal Union of the United States. But the

books used in the schools do not point out what it meant to those forty or fifty thousand English and Scottish people when they had left their homesteads and their farms, to have gone out into the wilderness, and found their way to Nova Scotia. We ought to remember what magnificent self-sacrifice that was to their loyalty to the Crown and Flag. I don't suppose the children of this country are ever taught to admire the example of the United Empire Loyalists and what they did compared with the people who chose the material advantages of remaining in the United States of America and separated their fortunes and those of their descendants from our own. I take another example. I think it was Mr. John Burns who said that the Thames was liquid history. I take the Caribbean Sea, in which as you know, are the old Colonies of the British Crown called the West Indies, where I spent a month or so and was most hospitably entertained at the beginning of last year. The Caribbean Sea is one mass of romance and imagination which could be employed for term after term to inspire the sentiments and arouse the loyalty of the children in our schools. Every island, every corner, of the West Indies, contains elements of interest and beauty which equal those of any other part of the world, let alone the British world. I should like to know how often and how much of the West Indies, with the rich and varied colours of what are called the ocean gardens, and everything else which enchants one when one goes there, is used in teaching in the curriculum in the schools, or how many teachers are capable of saying anything that is interesting about them. And that is not entirely from the want of books which you have concerned with these Colonies. There is Tom Pringle's *Log*, a masterpiece of our literature. You have got F. A. Froude's book, the book of the historian, and the travels of Anthony Trollope which could be used to the greatest advantage. I don't think that considering the difficulty of getting Froude's book or any other books concerned with that part of the world that much can be said of them or much use made of them. I only put this forward just as an example of neglect through the lessons of British history. With great truth it has been said that the Imperial heritage of the Tudors did not consist in the Colonies which were founded in America, but in the spirit of adventure which was bequeathed to the British race, and which had not extended

to anything like the extent it did afterwards. Are we showing ourselves in the least conscious of that heritage? So far as our schools go, I don't think, to be perfectly frank, that we are. I speak from my own experience as a pupil of one of the greatest and oldest of our public schools. I speak also as one who had spent several years in the study of history at Oxford. And I repeat that the teaching of history in the secondary schools has been wholly insular. It has generally been taken from books which were written when the prevailing idea in this country was that the Colonies were ripe fruit which would fall from the tree when the time came, and when we did not very much interest ourselves in their future, except in so far as they could supply us with goods equally with the countries of Continental Europe. Of course, you have got to begin with the teaching of the teachers. I should have liked to have heard more from those who know more than I do about training colleges about what is being done to-day. I concur with the view that if there is any special training the teacher ought to have it. Of course, it should be post-graduate, and should come subsequent to the time they spend at the University Training Department or in the training colleges. I hope and believe that travelling scholarships will be greatly increased, and certainly now when money is flowing, or is about to flow, into the local exchequers in a volume and to a depth which has never been known before, as I understand that is what we have to look forward to, I hope there will be a special appropriation for travelling scholarships for teachers who are able to qualify in the first place as having the groundwork of knowledge and who are likely to be able to use their opportunity to the best advantage. In travel, it has always been said, people only see what they bring with them the means of seeing, and that is, generally speaking, true. Now, if this is a point of departure in our public instruction about the Overseas Dominions of the Crown, it is absolutely necessary that the teaching profession should not be left out of account. I should have liked some resolution to have been moved in a conference like this, but that, I suppose, cannot be done. But, at any rate, we have had in the title of to-day's session an assertion that something ought to come out of this conference in that direction, I take it, and at subsequent meetings which are to be held I am sure that the speakers will only emphasize

its importance. There is no doubt but that the Empire is in a metamorphic state. How the Empire will come out of all the troubles which beset it no one of us knows. We all hope for the best, and I think that on the whole we can have a reasonable confidence in the future. It would be a great pity if all these conferences which are to be held at Wembley, which is to be the great meeting place of the nations of the Empire, should have resulted in nothing more than a rehash of perorations which men like myself, who have attended very many public gatherings, have heard many hundreds of times. It has been said that salvation cometh not out of dialectics, nor does it come out of rhetoric at all. We hope that practical measures will be taken to secure the proper instruction of the people of what the Empire means and that it is necessary to continue it. If we want to do that, it is obvious that the teachers are the people who should have our attention first, and as the teachers exist for the children, we are quite right to devote this session this afternoon to consider how the teachers themselves are taught. I wish I had had a little clearer direction which might have been useful to me as to the manner in which those who are competent to speak say that that happy consummation can be attained. That, I take it, is the end of our conference.

III

The Place of Imperial Studies in Elementary Schools

J. A. WHITE, *Headmaster, Bow Central School*

BEFORE considering what modifications in the history work of elementary schools are necessary to ensure the subject of the history of the Empire receiving due attention, it will be well to review the position of the subject as it stands to-day. For it is not true to say that the matter has been neglected. In most schools the following items have, for years, appeared in the history syllabuses and in the history readers used in connection: (1) The geographical discoveries—America, the way to India, South Africa and Australia, the North-west Passage; (2) the Pilgrim Fathers and the early American settlements; (3) the Companies—Merchant Adventurers, Muscovy Company, Turkey Merchants, and East India Company; (4) the capture of Jamaica and also of the other West India islands taken in the Napoleonic Wars; (5) the acquisition of Acadia, Newfoundland and Hudson Bay territories; (6) the conquest of Canada and the defeat of the French in India; (7) the American War of Independence; (8) the annexation of South Africa; (9) the Indian Mutiny; and (10) the Rebellion in Canada. While it is true that these items do not appear in every syllabus in every school, it will be found that in the majority of schools something is known of most of these topics. And the reasons are obvious. In the first place these are events in the history of England, and in the second place, they furnish very dramatic narrative, and as such are suitable in their appeal to children. Objection may be raised that these incidents are mostly connected with warfare. But this objection is possibly based more on moral and sentimental than on historical grounds, and the reaction against learning about battles and about the actions of kings and queens has been carried too far. Warfare, however much we may now deplore it, has been a very important element in

the development of our civilization. Moreover, adventure appeals to children, and it is mainly children between the ages of ten and fourteen whom we have in mind. For these reasons, therefore, such topics as those mentioned must form an important part of any syllabus in history for children, provided always that we do not thereby produce entirely false impressions. A more serious objection is that these have often been presented in such a way as to give a somewhat distorted idea of the great qualities of the British people. This has been due partly to the fact that in all European nations the tendency has been to regard history as a glorification of national qualities and national ideals, and partly to the lack, until comparatively recent years, of organized studies for the purpose of sifting the evidence on which historical narrative is based. Yet a further objection, and one which is perhaps more directly concerned with our present discussion, is the fact that these items are irregular and spasmodic and are viewed—up to a point rightly viewed—only as exploits of the people of the British Isles. There is no ordered sequence and too little reference to the part played by the people already in the Dominions at these times, and, especially, to their progress in the intervening periods. The question arises, therefore, as to the necessity for remedying these defects.

In history, perhaps more than in any other subject, our syllabuses need constant revision in relation to the growth of society, and to the development of historical knowledge. In the past this has frequently been met by repeated additions to the history syllabus, e.g. by the addition of a course in citizenship—mainly the functions in central and local government, by the addition of courses in social history, economic history, and so forth. These special courses, in turn, have modified the general history scheme. And it is rather in the repeated modification of the general history scheme than in the provision of additional courses that a satisfactory solution is to be found. This is equally true in the case of imperial history, and in order to get some idea of the extent to which the history curriculum of the elementary school should be modified we must glance at the present position of the Dominions as a force in history.

People well acquainted with the Dominions have long been convinced of the important part they are playing, and will continue to play, not only in British affairs but in world affairs

also. The Great War gave practical proof of this to the "man in the street." It is perhaps not generally realized that the number of British people in the Dominions is about 12,000,000, almost equal to one-third of the total population of the British Isles, and more than the population of Wales, Scotland, and Ireland together. It may be said that the interests of these parts of the British Isles are more identified with our own than are those of the Dominions. This would be true if the resources of the British Isles were themselves sufficient, generally speaking, for the needs of its population. But they are not. For good or for evil, the prosperity of these islands is bound up with the prosperity of the world. But the problems of the world are the problems of a world-wide Empire. Hence the problems of Empire are vital to us if for no other reason than that they enable us more clearly to understand the problems of the world. Now it is generally accepted that any real appreciation or understanding of history should, ordinarily, come first through the history of one's own community. We approach the history of Europe in the early stages only in so far as it affects the history of our own country. Similarly, may not a clearer comprehension of the development of the Empire enable us to understand more readily something of the development of the world? If these views be correct, then, apart altogether from the claims of patriotism or of imperialism, the claims of history itself demand that we should give a larger place to the history of the Dominions in the curriculum for senior children in the elementary schools.

Nor is the human factor the only one. The lands of the Empire, also, are exerting their influence. The vacant spaces offer opportunities to, and impose responsibilities upon, the home country. And while it is the function of geography to make known the exact nature of these opportunities and responsibilities, it is the function of history to give something of the outlook acquired by the peoples of the Dominions through their contact and their struggles with Nature. So much of the overseas land is still under its natural conditions that the geographical factor there to-day is more illuminating for the lives of the early settlers than the present geographical factor is in the older countries of the world, whose traditions go further back to times when the geographical conditions were, in some respects, quite different. To the teacher of Empire history, therefore, something of the

equipment of the geographical teacher is of more than usual assistance.

Having said so much on the claims of the subject for a greater share in the history curriculum it may perhaps not be out of place to consider the dangers which may arise from increased attention being given to it. The British Empire is a remarkable achievement, unlike any preceding Empire. The story of its development is, by itself, likely to give a distorted view as to the characteristics and achievements of the British, relatively to those of the other peoples of the world. Of course, a close and detailed study of the Empire's development readjusts perspective, because by such study one realizes the magnitude of our difficulties and the nature of our opportunities and of our limitations. But a study of this kind is not possible with children, yet we must, in a simpler way, try to create a corresponding attitude of mind. We could do no greater disservice, either to history or to the peoples of the Empire, than to create distorted views of the part we have played in the history of the world. In dealing with the subject, therefore, we must present it in such a way as to give proper perspective to our share, and we must use such material as will be within the comprehension of the children. It so frequently happens, in the study of history, that children explain one set of words merely by another set of words; they have no real comprehension, because they lack the concrete background which will enable them to create, in imagination, something which approaches reality.

We now come to consider what definite modifications should be made so that the subject may receive satisfactory treatment. One of the first requirements applies also to the teaching of history in general, and that is the provision of an adequate supply of reading matter. And the second requirement is almost equally important—longer time should be given to it, and this can be secured by the conversion of some of the time-table periods for reading into periods for reading history. From both these conditions it follows that the subject would be studied in a more exhaustive manner. In the past the study of history has been confined to one or two periods per week in which oral instruction was given. The matter so acquired was revised orally at frequent intervals to ensure that it should be remembered for reproduction at the term examinations. Although it is possible in this way

to get children to remember a surprising amount of information, there is a danger that the work may become merely the learning of a series of generalizations which the children fail to comprehend. To prevent this, wider reading and a careful selection of suitable subject matter are necessary. And of such matter the long list of writers, from Hakluyt onwards, furnish an abundant supply.

Coming to more detailed considerations, we have already seen that many topics relating to the growth of the Empire are commonly taught to school children. It should not be difficult, therefore, to work into our history syllabuses the necessary links to make this growth continuous. We are assisted in doing this by the fact that chronologically the main divisions of the Empire's story correspond with the usual divisions for British history. The Tudor period coincides roughly with the earlier discoveries and the earlier settlements, and for these items there has, for some time, been an ample supply of available material. The trading companies, too, receive considerable attention in the newer history books. But in the period, 1603-1714, the available material has, up to the present, been much less. Apart from the Pilgrim Fathers, emigration has been scantily treated. The works of Parkman, the Records of the East India Company, and the records of maritime enterprise are insufficiently represented in the ordinary history of the seventeenth century, and they contain much matter which appeals strongly to the average boy. Space could be found for this by dropping out some of the constitutional details usually supplied for this century. Not that such details are less important, but they involve, sometimes, technicalities with which children are wholly unfamiliar. Again, the earlier history of the Slave Trade, and the relations between the English and the Dutch in America and in the Indian Ocean need more amplification. Increase of reading matter on these subjects would help considerably towards the clearer understanding of what is already given on the history of England itself.

In the next period, 1714-1815, we have, thanks to Seeley, a fairly continuous narrative ; and many teachers are acquainted with his work. Moreover, the inclusion in the subject-matter of the eighteenth century of a greater proportion of information relating to the Empire has been made possible by the abandonment

of many of the details concerning the various ministerial changes which took place in the reign of George III. Yet, in spite of the extent to which imperial development has already been amplified, the West Indies and the East India Company are not yet treated with a clearness which their importance demands. Neither is the connection between the growth of science, the agricultural and the industrial revolutions on the one hand, and the growth of the Empire on the other, sufficiently shown. In the French Revolution, also, attention is usually confined too much to European affairs, with insufficient reference to their bearing on imperial expansion, especially after the battle of Trafalgar. But these omissions do not involve much additional matter. It is rather in the method of presenting existing material, in the amplification of certain points for the sake of clearness, and in the correction of details which historical research has shown to be wrong that modification is needed.

In the first half of the next period, 1815-1924, the subject is much more difficult to deal with. In Canada, South Africa, Australia, and New Zealand so much progress has been made in the shaping of fully organized communities that a certain amount of independent treatment becomes necessary. There are certain broad features in the history of England at this time which affect the Dominions generally; such features, for example, as the rapid growth of population and emigration, the abolition of slavery, and our treatment of the native races. But beyond these features there is a distinct individual growth in each Dominion. To trace out this in detail is obviously impossible, especially as the history of the home country also becomes fuller and more complicated. Perhaps the best way to overcome the difficulty is to give a brief summary of the development of each. This summary need not be long and yet could embrace the salient features. In connection with this, a simple story of each Dominion written in language suitable for children would be helpful for further reading.

In the second half of this period the work is more difficult still, and its treatment must consist largely in giving summaries of fact enlivened, perhaps, in the case of Africa, by extracts from Mungo Park, Stanley and Livingstone, and in the case of matters connected with warfare by biographical details of the most outstanding characters. In addition, some special attention

might be given to India and Egypt, and also to the question of federation.

But the questions at issue are too near to us and too involved, and the details insufficiently known at present, for any adequate presentation to be made to children. Such presentation as can be made, therefore, is better done in connection with geography.

By modifying our syllabuses in the ways suggested above, we secure for the story of the Empire not only an adequate place in the curriculum, but also a satisfactory treatment of the subject—especially in the matter of proportion—without an excessive amount of detail.

DR. ROBERT JONES, *Chairman, London Teachers' Association
Education Committee*

WHEN we consider the age of children in primary schools, when we consider the present uneasy state of the world, the provocative nature of much that is called imperialism, the difficulty of inculcating the purer patriotism, and the ease of implanting emotional beliefs in national superiority, we may well hesitate to declare that there is any place at all for imperial studies in the primary school.

This paper is written in the spirit of internationalism rather than of nationalism ; with an outlook towards the idea of world co-operation rather than of any idea of isolation, whether of country, continent, or empire. Such an attitude might suggest an opposition to all teaching that concerns an empire or a nation ; but that sharp decision, like many other simple decisions, does not rightly fit the complex world in which we live. There are facts of life by which all decisions of action must be ruled and judged. If one such relevant fact be that the human race is hindered by the excesses, the egoism, and the disproportioning of nationalism, another plainly is that every child is a member of a social unit, a social culture, and should be given some understanding of that culture. The child is a member also of the common culture of the human race ; but until children grow up in a world that is in fact a unity, their need of learning through

the concrete creates a need for them first to grasp something of the environment and culture which their minds can touch before they can be led to realize the existence of wider environments of other cultures.

This is the chief general argument for giving, in our primary schools, some outline idea of the growth and the present standing of the British Empire. The child has a right to know of such an important fact of his life as his relation to this great modern Commonwealth-Empire. The facts of the world into which he comes should rightly be explained to him, in so far as his growing capacities can understand the explanations. That the facts may be falsely presented, that unfair selections may be made of them, that ugly truths may be glossed or omitted, that greeds and cruelties may be overlaid with romantic colouring—all these possibilities, and more, are to be kept unforgotten. But such dangerous possibilities exist in most of our effective teaching. For fear of them we might flinch from giving any religious or ethical teaching. We might abandon all education that touches the emotions. But the farmer who abandons his fields because in cultivating wheat he is also cultivating certain weeds has not arrived at a solution. He has abandoned the search for one.

If we continue the figure, we may put it that there are many methods of cultivation, and that it is the business of the farmer to be moving constantly from methods that produce less corn to those that produce more, and also from methods that cultivate more weeds to those that cultivate less. But when we abandon the figure and turn from the cultivation of soil to the cultivation of mind and spirit, it is not the change to a better method in the schools that is chiefly effective. The attitude of the teacher's mind, the nature and quality of his ideals, are the dominating factors. The man of mean soul will evoke no lofty ideals, though his syllabus be world-history. The finer spirit will stir fine thoughts, even if his lessons have no wider range than a town or a county.

But this is not a solution, or at best but a solution of hopes. A teacher must work to some plan or syllabus, whether he frames it himself or has it framed for him. However we may select our teachers, we cannot have them very greatly above the average of the more educated part of the nation. There will be mean

souls and fine spirits among them ; and there will be many between. To say that the problem is to be solved by a right selection of teachers is true ; but it is no more an immediate and practical answer than to say that the way to grow the best wheat is to put the farms into the hands of the best farmers. Generalities are excellent only when we reach them by examining and arranging particulars, or when we use them to test and classify our particulars.

In the school curriculum there are four subjects, three of them very clearly defined, where teaching related to the British Empire may be introduced. They are : Literature, History, Geography, and "Citizenship." These are best examined separately.

LITERATURE. As soon as we begin to consider literature in this connection we are brought to decide whether nationalism and imperialism are to be counted as one or two things. For although all our literature is national, and some of it nationalist, very little of it is imperialist. Here we may apply another method : that of examining the common practice of such schools as try to express national or imperial feeling through literature.

The commonest method is through the use of an anthology of patriotic verse. Several such anthologies have been published, and are in use. They appeal very strongly to the child's love of action, adventure, conquest, pageantry, heroism. They stir the blood by recalling famous men and famous deeds. They offer examples of high effort. Yet also war rather than peace is pictured as the field for heroism, and the romantic aspect of war is the one most constantly presented. The mud and blood of its realities are masked ; the cries of the wounded are lost in the splendid tramp of the syllables. Moreover, whoever is aware of the intensity of these painful aspects is rightly inclined to shrink from setting them in their starkness before the minds of children.

If we may here apply the principle already mentioned, we may properly say that we have scarcely any right to deny the knowledge of such parts of our literature as "The Revenge," or "Ye Mariners of England." But a more definite rule may be sought. There should be a reasonable balance. Our national poetry should not be so offered as to suggest that it is mainly

nationalist and patriotic ; for that is not so. Every literature breathes the spirit of its time and place, and in that sense every literature is national. But only a portion of any literature is nationalist. Patriotic anthologies, therefore, should form only a portion, and not the main portion, of the poetry presented in the school. Further, the chief claim to the presentation of patriotic poetry and literature should be that it is literature, not that it is patriotic.

Moreover, in such anthologies, heroism and noble effort tend to present themselves as being chiefly in the possession of one race and one people. Other peoples are the enemy. They oppose our rightful aims. It seems just that they should nearly always be beaten ; for the anthology tells of successes rather than of defeats. A suggestion of "lesser breeds without the law" can hardly be escaped. Yet that conception is not only objectionable. It is simply untrue.

HISTORY. In the teaching of history, the problem we are here considering is usually put in the form of an antithesis : national as against international history. It is usually assumed that when we have decided that mainly British, or mainly European, or mainly world history shall fill our school syllabus, an effective decision has been obtained. It is doubtful, however, if this be quite so. European and world history fill more of the school curriculum in France and in the United States than is the case, on the whole, in England. But it does not seem to follow that nationalist bias in the teaching of history is less marked in these countries than in our own. If we are to judge by some inquiries into school textbooks that have been made recently, we are not in this matter any more "jingoist" than our neighbours.

In the matter of teaching the history of the Empire, the principle of informing the child of his actual environment demands that our scheme should include some account of the British Empire. There would be much discussion as to the extent of that account. If we set it down to be one year of the primary school course, we shall have the practical confirmation of the fact that this accords with very many schemes actually in use.

There are two main difficulties in dealing with the history of the British Empire in our schools. The first lies in the confusion

of the subject. The story leaps across oceans, and across gaps of years. There is not so much a clear thread as a strand of threads, beginning at different places. But this difficulty appears, on the whole, equally in European history.

The other difficulty lies in trying to give as clear an idea of the Empire of the twentieth century as of the Empire in the making. The India of Clive and the Quebec of Wolfe are apt to stand out far more clearly than the India and Canada of to-day. Material for the twentieth-century story of the Empire is hard to come by, and most of it is uninteresting to children when it is collected, unless it be in the hands of a keen and vigorous teacher. But schemes which pre-suppose the exceptional man are too much like devices for the salination of salt.

GEOGRAPHY. The only important difficulty that arises with regard to the geography of the Empire is that the Empire is not a geographical unit. Logical treatment would be regional, cutting across all political boundaries. Practical needs, however, call for an order of importance, and this should be related to the child's whole life and interests. (1) The British Isles, (2) the British Empire, (3) Europe, (4) the World in general is a commonly used sequence of descending interest. In some schemes Europe and the Empire change places ; but the point is not one of very great importance.

CITIZENSHIP. Civics is not a definite and general school subject. Where it is so taken, two questions are likely to arise. The first of these lies in the nature of the subject. Children of school age are not interested in the machinery of government. For that matter, very few adults are interested in it. Yet most citizenship books are crowded with accounts of governmental machinery, central and local. Hence they have won a dull and solid reputation for dullness and solidity. This, however, is only a question of selection and treatment, and therefore it is capable of improvement in the future. When we have failed sufficiently at trying to evoke in children an interest in what is not very interesting to ourselves, we usually begin to seek after the natural lines of interest, and lead along them to our objective. Time may remove this difficulty.

But the other problem is not so to be solved. It concerns the question of bias. For civics touches on political questions,

on hotly-debated questions, at every point. Here, indeed, the teacher is no longer uninterested. If he be alive at all, he is in all senses an interested party. What is he to do with Socialism, free trade, political parties, trade unions, and so forth ?

One easy solution offers itself. He may ignore them, and affect that they do not exist. But, in the first place, this is to take most of the life and reality out of the subject, and to drive the teacher back to the dry bones of governmental machinery again. In the second place, these live questions are no less alive for being ignored. The first week that a boy spends in the workshop, after leaving school, he will hear discussions about the capital levy, railway nationalization, wages and the cost of living, and so on. Is the school to send him out unequipped ?

This question will not grow less in importance, but more. It is of greater practical importance than the most moving accounts of the powers of Justice of the Peace, or the distinction between Crown Colonies and Dependencies. Nor is the negative solution of ignoring it likely to be any more helpful than negative solutions are usually found to be. The effective solution is likely to include some taking of risks ; as indeed very commonly happens. If civics is to be taught, it should be related to the actual living citizenship of to-day ; and that demands a teaching profession having the fairness and tolerance that comes of a wide and many-sided equipment.

If in the past the machinery of government has had too much attention, that is not a good reason for eliminating it. The government of the different parts of the Empire is the concern of every citizen. No good can come of boys growing up with a vague idea that "we own Australia and India," or that the government of Canada is carried out from Westminster. The very diversity of forms of government in different parts of the Empire has an important significance, and the evolution of a colony from a stage of tutelage to full responsible government is a valuable lesson in itself. It is not the lesson that "freedom slowly broadens down" inevitably in the way of nature ; nor a mere anti-Tennysonian denial ; but an illustration of the fact that wider freedoms come through human desires, ideals, and, above all, efforts.

MISS E. R. CONWAY, *Former President of the National Union of Teachers*

It is most important that Imperial studies shall take their place in the primary schools, in order to reach all classes ; for it is still true that over 90 per cent of our children receive in these schools all the education under leadership which is available for them, and the foundations of their knowledge must be laid there.

These studies may take the form of a review of the historical and geographical expansion of England, her struggles with foreign nations, and the subsequent formation of her Colonies, with still further history lessons on broad lines explaining their development.

Connected with these would be the lives of famous men, showing their share in our efforts at colonization, men of military spirit, those animated by the spirit of gain, and, following these, the other type of pioneer, equally important and even more successful, who were anxious to avoid a continuance of the exhausting European warfare and who devoted their efforts to the consolidation of our Empire under the British flag.

Then there would be lessons showing the formation and steady growth of our Navy, and the work which devolved upon it during the years when Napoleon tried to conquer Europe ; also on the development in our trade and manufactures during this period, and the subsequent exchange of goods between the Colonies and the Mother Country.

Lessons should also be given on the state of England in the early part of the nineteenth century, the distress and poverty among the lower classes, and the development of the humanitarian consciousness, which displaced the old idea that severity and repression were the only remedies for these evil conditions. Our children will then see how the conditions of life and the opportunities available have improved ; and they will be led to realize that it is their duty to bring to the service of their country a breadth of vision and outlook which can only come with sympathetic understanding and knowledge, not only of geographical facts but of the underlying causes, physical and climatic, which determine character and foster racial characteristics. It is essential that they shall understand, not only the

geographical and historical facts concerning the development of a land, but the morale of the people that made these conditions subservient to their needs.

From these lead on to the study of simple civics for the purpose of teaching the duties and responsibilities of citizenship.

In the lower classes of the school the work will be mainly preparatory by means of geographical world stories and the teaching of sagas and the lives of famous men and women, for these stories stimulate the historical sense and develop a wonder with regard to the past which later demands more material based on actual facts.

Then our children will learn the great continents as a whole, their chief physical features and space relationships.

The effects of heat and rainfall on the possible productions of a land and their consequent influence on human life.

The history of the expansion of mankind, especially where the development of our Empire is concerned.

The great changes which marked the nineteenth century.

How the use of steam power, shortening journeys and creating new industries, thus bringing in their train new wants, was a great incentive to trade and commerce.

How character and capacity have helped men and women who have lived solitary lives at the outposts of the Empire, as shown by the patient industry of early settlers, who cleared forests, bridged chasms, tunnelled through mountains, drained the morass and the swamp, and irrigated the deserts.

How wise and understanding government has brought justice, freedom, and subsequent prosperity to our Colonies.

How unity and peace have made for strength.

How our privileges as citizens of a great Empire entail great responsibilities.

I am convinced that brotherhood and love are the main lessons to be taught, and I am equally certain that Empire can be made the vehicle for transmitting sound ideas, if shorn of its militarism, and shown as a stepping stone to wider freedom. The foundation of the British Empire is the active consent of the peoples to government without violence or coercion. Patriotism built up and expressed by contact with one's own kindred, home, and culture then expands into something broader, larger, and world-embracing. It seems to me that probably the best way to teach

the responsibilities of Empire in their widest and most comprehensive form is to foster in the children a love for all that is free and fine in English life, so that they may spread these ideas later. We are admonished to learn to think imperially. To this celebrated injunction I would add "in order that we may learn to act imperially."

If we could allow our thoughts to hover over the lands and peoples constituting our world-wide Empire, if by our actions we would contribute to the development of every Dominion according to its need, and at the same time weld them together by active reciprocated sympathy and a common loyalty into a union cemented by brotherly love which the forces of the world shall not disintegrate, then our thoughts and actions must be inspired by knowledge.

That which is marvellous makes a wonderful appeal to children, and there is not a greater marvel than the growth of the British Empire, which makes up a story akin to the fascinating fairy story, which still makes an irresistible appeal to children, with the added advantage that it is quite true. And therefore the subject should be approached as a revelation to our children of a great marvel, something of which they shall surely know more in the years to come.

It does not mean the introduction of a new subject into the curriculum. Much of the teaching now given in the schools in history and geography is treated from the imperial, rather than from the insular, standpoint. Some of the schools have followed the footsteps of the Prince of Wales, who has set so good an example to every Britisher in his desire to obtain personal knowledge of the real meaning of the British Empire. They have seen him on board ship landing in Canada or other parts of the Dominions, greeted by men and women of our own race, speaking our own language, and giving him welcome as their Prince as well as ours. Pictures and lantern slides have made these journeys very real to our children, and many interesting lessons have been given on his travels. No doubt in the ensuing school term his visit to South Africa will be followed with the same keen interest, and the children will realize that he is going out to these distant lands to strengthen the bonds of union between the Old Country and her Overseas children.

In some schools a special classification has been adopted,

and classes are identified with some particular colony in certain cases, while in others, sections of classes are dealt with in this way. You have the Canadian House, the Australian House, the South African House, the Indian House, and so on. Every house seeks to obtain full information of its own colony's special attributes, and the various houses engage in competitions in classroom and playground activities. No one is satisfied to lag behind his neighbours, but all are within the one school, and form a united community with a common purpose.

Intelligent teaching of this character, with the corresponding activities, tends to the making of good citizens, and enlarges the sympathies of our children, while at the same time it stirs the imagination and widens the outlook. The age of discovery makes an entrancing story. For instance, it can be shown how for some hundreds of years before Tudor times trade with India and the East had been carried on overland by way of Arabia and Palestine, and how the traders of Venice had distributed Eastern goods to the countries of the West. The monotonous diet of the Middle Ages led to an increasing desire for the spices of the East. The spice trade was at this time the most lucrative known, hence the chief aim of enterprising men of all nations to find a new way to the East, other than that of the Mediterranean route. Attempts to find this way were encouraged by Prince Henry "the Navigator," in Portugal, and Bartholomew Diaz, trying to discover an eastward route, doubled the Cape of Good Hope. Christopher Columbus, helped by Ferdinand of Spain, endeavoured to find a westward route, and discovered America; Vasco da Gama went further than Bartholomew Diaz on the eastward route, struck out across the Indian Ocean, and brought back spices from India. The discoveries of these new highways resulted eventually in the decline of the power of Venice.

The enterprise of this age led to the mapping out of the known world, to the discovery of the magnetic needle and to a more intimate study of the science of the stars. Nations anxious to take part in these activities were obliged to build an increasing number of ships better fitted for the carrying of armaments and for encountering the storms of the great oceans; provided, too, with a great hold for carrying treasure from the new lands, at present regarded by their discoverers as sources of treasure to be exploited.

In the time of the Stuarts it was beginning to be realized that "that is the richest land which feeds most men," and from that time onward the desire for colonization and the acquisition of new lands for this purpose followed rapidly. In 1620, the Pilgrim Fathers, leaving England as religious refugees, settled at New Plymouth in America, and how this settlement developed later into the United States of America will provide many interesting lessons. The story of the seaboard colonies along the North American coast could be told—then the Restoration colonization, the wars of the eighteenth century and the expansion of the later nineteenth century. The courses which led to the foundation of the British Empire, as it is, might be effectively traced, showing how the settlers who left the Mother Country still regarded it as "home," and carried with them the spirit of loyalty and affection which is such a marked characteristic of the peoples of the British Dominions overseas. During this period there was the fierce struggle for the mastery of the seas, without which such an expansion would have been impossible. The failure of the old Colonial system, which regarded the Colonies as estates belonging to the Mother Country and existing solely for her profit, and the gradual development of the new idea, will form the basis of many attractive lessons, emphasizing the difficulties created by autocratic control, as shown in the events which led to the American War of Independence and the formation of the United States. The new idea of government, commenced first in Canada, as a result of the Durham Report, and spreading gradually but surely to other lands, exemplifies the genius of the British people in maturing a system which guards the young colony until it can stand, as it were, on its own feet, and then grants it the fullest measure of self-government. In this connection our children will be shown what the Empire owes to Lord Durham's wise statesmanship, which he exercised in the face of much opposition, and which has resulted in giving to England the ideas which have made possible the British Empire of to-day, with its consolidation of interests and its community of purpose. India, too, must not be omitted from our lessons—India, which is gradually passing through industrial changes that are slowly altering her character, and which is now on the way to self-government. Admitted to the Councils of the Empire in 1917, she will continue to share in the control

of imperial affairs, and her rights in years to come will be widened and enlarged as her people take their place as free citizens of a free country.

We must not omit the lesser Colonies and Protectorates from our lessons. These have been acquired at different times by different methods—some by settlement, others again by the fortunes of war—the Bermudas, Jamaica, Gibraltar—Britain looks after these partly for her own benefit and partly for the purpose of ensuring safety and quiet in British territories.

All this could be taught, say, in the fifth and sixth standards of the primary schools, and running parallel with these lessons there might be an introduction of simple economics and science, leading up to the expansion of these subjects under the title of civics in the upper classes.

In these later years, attention should be drawn to the great movement for the federation of groups of Colonies into Dominions or Commonwealths, which came into being in 1867, when Canada led the way. The large and beneficent powers conferred by England could be illustrated by the fact that when these Colonies were first founded they were ruled by a government set over them by the Mother Country. Then they formed Assemblies chosen by themselves, the ministers still being appointed by England, and not responsible to the Assemblies. They were afterwards given power to choose ministers of their own, under the control of their own Parliament and, lastly, came federation with a still larger degree of independence. The five States of Australia secured self-government one by one and finally formed themselves into a federation. The troubled history of South Africa, culminating with the gift of full rights of self-government, which has resulted in the working together of Boer and Briton, is one of the greatest examples which can be quoted of the success of the British system ; the first Prime Minister of the new Dominions—General Botha—having been one of Britain's chief opponents during the Boer War. So long ago as 1887 Britain arranged for a conference between Colonial and English statesmen to discuss affairs of Empire, and, since that year, these conferences have been held periodically, and have resulted in much good to all parties. Then there is the glorious chapter in our imperial history which must never be omitted from the lessons we teach our children, which shows the Empire in motion, fixed in its

determination. The news was flashed round the world in 1914 that Great Britain had drawn the sword in defence of liberty and justice. From every quarter of our great Empire the sons of the Motherland came forward to help in the great struggle. The story of their flocking to the several sea coasts, boarding the troopships, and sailing the seas to come to the rescue, is one of thrilling interest to our British boys and girls. At that time all were animated with the common purpose that the only thing that mattered was the upholding of British honour and the keeping of Britain's word to the nations of Europe, immediately threatened by a relentless foe. Canadians, Australians, Sikhs, and South Africans sent their sons over to take their place on the battlefields of France and Flanders, and many gave up their lives. They came as British subjects, willing to die in defence of the Empire which gave them birth, to join with their brethren here in dying that we might live, and, having voluntarily discharged this duty and finished their task, the survivors returned to their peaceful avocations, proud of the fact that they had shown themselves worthy sons of the Empire. The spirit of patriotism and loyalty, of willing self-sacrifice, of mutual help and sympathy, are bonds of union between millions of people in every clime, freely professing their different religious beliefs, living under forms of government they themselves have chosen, and bound together in the greatest empire the world has known. Our fathers brought these things to pass, and as our children hear the wonderful story they will magnify their inheritance. Poems like Harold Begbie's poem of the call of Britons beyond the seas could be included here—

Yet with the bolder vision
We cleave to you, look to you still,
That you gather our sacred toil and bind
Our strength in a single will,
That you build with us
Out of the coasts of the earth
A realm, a race and a rede
That shall govern the peace of the world, and serve
The humblest State in her need.

We must be careful in all our teaching to emphasize the central idea of the British Empire of to-day, that is, that an empire should be an expression of justice and freedom, not a creation of conquest and despotism. The children should be led to see

that the grouping of States under our good King George is for mutual benefit, and that there is no permanent greatness attained by a nation except it be based on morality.

Good, great and joyous, beautiful and free,
This is alone Life, Joy, Empire and Victory.

In our lessons we shall have shown that our people have gained different parts of the world in various ways :

1. Hard fighting—e.g. Canada.
2. Treaty or Purchase—e.g. Malta (1800), South Africa.
3. Colonization—Australia.

Then we must point out that in all cases our right to possession has been established in other ways :

1. Patient industry—clearing forests, mining.
2. Wise government—justice and freedom.
3. Unity—presenting a united front to the world—this has secured peace and prosperity.

It is also necessary that our children shall realize that our Empire has been built “on the bones of the English,” and that on the bones of the English the British flag is stayed. They must be led to appreciate the splendid services of many heroic men and women, who considered no sacrifice too great to pay for their country’s weal, and who, by their unflinching devotion, have made it possible for Britain to hold this wonderful Commonwealth—more than one-fifth of the earth’s surface.

Here poems, songs and stories may be introduced, such as the glorious “Song of the English,” with its inspiring introduction—

Fair is our lot—O goodly is our heritage ;

Humble ye my people and be fearful in your mirth,
For the Lord our God Most High
He hath made the deep as dry ;

He hath smote for us a pathway to the ends of all the earth.

Yea, though we sinned—and our rulers went from righteousness

Deep in all dishonour, though we stained our garment’s hem,
Oh, be ye not dismayed.

Though we stumbled and we strayed,

We were led by evil counsellors—the Lord shall deal with them.

Hold ye the Faith—the Faith our fathers sealed us,

Whoring not with visions, overwise and overstate,
Except ye pay the Lord,

Single heart and single sword,

Of your children in their bondage shall He ask them treble tale.

Keep the Law—be swift in all obedience,
Clear the land of evil, drive the road and bridge the ford,
Make ye sure to each his own,
That he reap where he hath sown,
By the peace among our peoples let men know we serve the Lord.

Hear now a song—a song of broken interludes,
A song of little cunning of a singer nothing worth ;
Through the naked words and mean
May ye see the truth between,
As the singer knew and touched it in the ends of all the earth.

Also “The Coast Wise Lights,” “The Song of the Dead,”
“The Deep Sea Cables,” “The Song of the Soul,” “The
Song of the Cities”—and finally, “England’s Answer,” which
concludes—

Draw now the threefold knot trim on the ninefold bands,
And the law that ye make shall be law after the rule of your lands.
This for the waxen heath and that for the wattle bloom,
This for the maple leaf and that for the Southern broom.
The law that ye make shall be law, and I do not press my will
Because ye are sons of the Blood and call me Mother still.

Baulking the end half won for an instant dole of praise,
Stand to your work and be wise, certain of sword and pen,
Who are neither children nor gods, but men in a world of men.

Then “The Ballad of East and West,” by Kipling ; “Clifton
Chapel,” by Newbolt—

To count the life of battle good
And dear the land that gave you birth,
But dearer yet the brotherhood
That binds the brave of all the earth.

These passages and many others will stimulate our children’s thoughts and increase their desire for knowledge, and their sympathy and love for the brotherhood among our peoples of these other lands.

I would like to emphasize here to our brothers and sisters from the Dominions how we at home realize that the children of the great federated Colonies—Canada, Australia, South Africa—are subjected to influences other than our own, and we realize, too, that their education along proper channels, the guiding of their thoughts towards the Old Country, which they have never

seen, must not be left to chance, and depends largely on the influence of the schools.

We therefore welcome the suggestion, which is now happily being translated into action, for greater friendly interchange of thought between both teachers and children of the Dominions and those of the Mother Country.

Your children will thus know that the cause of the Dominions is Britain's cause, and that she is only a partner in a great Federation of World States, the justification for whose existence is that she shall aspire to be the torch that shall light the spirit of love and brotherhood throughout the world.

I cannot close without a word of congratulation to those like Earl Meath, who instituted the celebration of Empire Day in our schools—a day on which in every part of the Dominions our children unite in thanking God for His goodness to us in the past days, and in praying for His guidance in the future, so that we may realize our responsibilities and not lose the glorious heritage which has come down to us. This has constituted a real bond in the primary schools of the Empire which I trust will remain and be strengthened in the years to come.

Chairman : COL. HON. SIR JAMES ALLEN, *High Commissioner for New Zealand*

IF anybody had any doubt as to the wisdom of using history, geography and citizenship in the primary schools to start the training of the future Empire citizen, that doubt would be removed by the three papers we have heard. I am going to refer only very briefly to the papers. The question of nationalism and internationalism was raised. I am quite certain of this in my own mind from a great deal of experience, that if international good feeling is to be brought about the most potent and the most clear way to effect that purpose is by the production of the most perfect British citizen. The question was also raised as to whether in the primary schools any of the questions like Socialism, Free Trade, and such things, should be broached, and although I do not for a moment suggest you should start children on the discussion of Free Trade or Socialism, I suggest

that if these subjects are to be dealt with in later years by those who have grown up in the proper spirit, the primary school may lay the foundation by producing the perfect character, the boy who will grow into the man who will think clearly, and look at the question from more than one point of view. I have discussed in New Zealand, during my time as Minister of Defence, with one of the Parliamentary colleagues who was a Labour man, what literature he read. He gave me a list of his literature, and when he had finished I said, "Is that all you read?" He said it was. I said, "Do you never read anything on the other side at all?" He said, "No, I do not. That is sufficient for me." Now it seems to me that if you are going to train your boys to read only one class of literature, whether it be Free Trade, Socialism, or whatever it may be, you are not training them to be a perfect citizen. I agree entirely with what Miss Conway has alluded to, which I think was referred to by Major Kirk, the New Zealander, that the modern development of Government makes it essential that everybody should have his opportunity, and we in New Zealand have done our best to give an equal opportunity to every man. Our primary schools are open to any boy or girl free. Our secondary education is comparatively free and also our University education. My own boys, all of them, went to an ordinary primary school in New Zealand, and then they went to a secondary school in New Zealand, and then they came to your University here. I am telling you this, not because I want to let you know what my own boy has done, but as an example of what any boy may do. My boy went from the primary school to Cambridge, and became there the President of the Union. If anybody in New Zealand can do that who starts his training in a primary school, what a glorious opportunity has been given to our boys, and what a glorious opportunity could be given to any boy in Great Britain! So you see equality is one of the essential things from our point of view in order that ultimately the politicians may secure from the ranks of the grown-up boy who started his training in the primary schools, that type of man who will be able to guide us most successfully with regard to our politics, commerce, trade, and with regard to everything else. Allusion was also made to militarism. Though I have been Minister of Defence, I am just as much against militarism as anyone. In New

Zealand before the War started, we had abolished from our primary schools any military training whatever, and it was done because we thought it was putting too much upon a lad starting in his early days, and that a military training was quite soon enough begun in the secondary school. What little is done in the secondary schools with regard to military training is for the purpose of producing, as we believe, the most perfect citizen. We put it in the second place. We bring out so far as we can all the higher virtues which we intend a man to have. There is one point which has not been dealt with in these papers, and which I do not think comes quite into the discussion, but it is so important to me from my experience that I venture to suggest it to you. The primary school ought to be made a medium of stopping any physical defects in body in the boy or girl. You will hardly believe it when I tell you that in New Zealand during the War time we found that nearly 66 per cent of those who were of military age and who went under examination were passed out as unfit, unfit, that is to say, to become a soldier ; I do not say they were unfit for the ordinary occupations of life, but they were unfit to be a soldier. We have become deeply impressed with these facts in New Zealand. We have developed our physical training in the primary schools. This is an essential not only from the point of view of one who may become the defender of his country, but also because I do not think you can have a sound mind unless you have a sound body.

Then we have to ask ourselves, what is the ideal type of citizen that we require ? I need not say to you that we Britishers want the man of character. We want the man who is true. We want the man who, when he comes into contact with others, will have respect for others. We want the man who, if he has to go into the Dominions and other lands, is able to face difficulties and dangers, and never lose himself. We want the man who, when he comes into contact with native races, is able to see in the native a fellow man. I am glad to say that we Britishers have laid the foundation, at any rate, of character so well that in our pioneer work in the Overseas Dominions we have done our duty not only to the countries which have been allotted to us, but the races which were placed under our control.

DISCUSSION

MR. P. H. YOUNG, *Chairman of Cambridge Borough Education Committee*

I TAKE some part in the educational work of Cambridge, as Chairman of the Borough Education Committee. Miss Conway spoke in her paper of what I may term "reciprocity" between the children and the teachers in the Empire. Some years ago during the War, I tried to get our children interested, and they were interested, and did communicate with children in other parts of the Empire by writing to them, sending the letters in a bundle and receiving them in the same way. We have also tried the attitude of allowing our teachers leave of absence for the purpose of visiting other schools, either in the Colonies or elsewhere, and we are making a special experiment this year by allowing a teacher twelve months' leave of absence for the purpose of going to New Zealand.

MISS ST. JOHN WILEMAN

AT this Empire Conference at the British Empire Exhibition, formed not only for promulgating goodwill, better understanding, and clearer historical and geographical knowledge of our mutual inhabitants, but also with the further object of stimulating the opportunities for our citizens and potential citizens, I have no compunction in asking you to bear with me a minute when I read to you a resolution which was passed last year in the Guild Hall in the City of London. This resolution was moved by Sir Martin Conway, who represents the Universities in Parliament, and was seconded by the Chairman of the Southampton Education Committee:

To afford outlook and outlet for the rising generation and furnish fresh avenues for productive careers within the Empire, it is necessary to provide facilities for practical rudimentary instruction and training in agricultural and out-of-door occupations in the National Curriculum of Education from Universities and Public Schools downwards.

That was passed unanimously, and since then throughout the country, bodies of teachers, headmasters, educationists, Municipal Education Committees, and other organizations, have been steadily passing resolutions urging immediate attention to this ever pressing problem. I beg you very earnestly to turn over in your minds as to whether here in Britain you are doing your best for the children in your keeping and for whom you are temporarily responsible, to give them a chance when they leave your schools for carrying out the great principles that you have taught them, and also for achieving careers and securing occupations which will keep them and maintain them as self-respecting, self-supporting citizens throughout the Empire.

MR. BENJAMIN SKINNER, *President of the Educational
Institute of Scotland*

I AM very grateful to you for giving me the opportunity of saying just a word or two to put forward the view of the teachers of Scotland in this matter, and before I do so I should like to congratulate the Imperial Studies Committee on the excellence of the papers that have been read. I do not intend to remark on them in any detail whatever, because I think that they have presented the subject from three different points of view—to some extent from contradictory points of view—and while I will deal more particularly with the point of view of Dr. Jones, I think that the others have brought forward very important questions for our consideration. There is one thing I would like to put before you, which has not been mentioned, and that is the question, whether handwork in its various phases is not also a subject of Imperial study. I have been immensely struck by the models erected by our young Colonial friends exhibiting in the Exhibition. There is work there from Standard 3 to Standard 7, which in my opinion is of surpassing excellence, which sometimes brings up against us that we are bringing up too many people to be black-coated people. I think in the Colonies you want rather the man who is a handy man, and can turn himself to anything. I think that success in these subjects will not be lessened but increased if we give rather more attention than we have done in the past to the development of the

hand-work side of the question. Then with regard to Mr. White's point that we should teach the wars of the past. The whole attitude is this : we are not ashamed of the past. Our ancestors in the past did the very best that they knew in the circumstances, but I think some of you will agree with me that that was not the best way of settling disputes. If it comes again in the future, I think that we will get the strength and the energy of the young man who will do the work for us, but I am passionately a supporter of the League of Nations, and I should like to see that that phase is as far as possible to be a phase of the past. We are not ashamed of it, and the great literature of patriotism will, I think, remain with us and be an inspiration to our young men not only for war, if that should come, but for living noble lives of peace, and therefore I agree with Mr. White that there is no reason why we should be ashamed of that. We should teach it, but, as Dr. Jones said, as literature and not merely as a glorification of war.

My last point is this : the success of the school depends on the qualifications and the character of the teachers. In the past we teachers have not had the chance of getting the education, especially in the historical and geographical subjects, that we should like to have, and I think that you will agree with me when I say that it will be better for the schools when they have realized what the teachers of Scotland have set out just now to be their ideal, namely, that every teacher in every grade of school should be a University graduate or should have a diploma which denoted study of equal length and intensity, and I see no reason at all why if the secondary schools can have specialist teachers for specialist subjects, the elementary schools should not have teachers specially qualified in such important subjects as history, because 90 per cent of the pupils are educated there, and some people would say the backbone of the country comes from the elementary schools.

Chairman : COL. HON. SIR JAMES ALLEN

THE system of interchange between other countries and the Mother Country is very valuable. New Zealand has recently arranged an interchange of inspectors. An inspector from

England has been sent to New Zealand, and one from New Zealand has come to England. I think that might be extended, and would help our studies.

MISS M. NORRINGTON, *Bath Street Women's Institute*

THIS question of citizenship training, which after all must come before we begin to discuss the question of imperial citizenship, is one which, I think, is very difficult for anybody who is teaching in the primary schools. There touching on politics at all is not allowed, as one of your speakers has said to-day, but on the other hand young people of to-day are specially, intensely interested in all that is going on in politics, and it seems to me the only fair thing for the teacher to do is to take the side of Thomas to-day and take the side of Charles to-morrow, and let the class debate against him or with him on both these sides. You cannot in these days forget that the young people are more intensely interested in politics than ever they were before. With regard to textbooks, there are very few textbooks we can really use. The ones that deal with the machinery of Government are full of technical terms. In London the system of local government is so complicated that it is very difficult here to make them understand even what an election is for, because we have so many different elections, and I think really almost the best way there is to get the children interested in the people who at the moment are in the public eye. I have found that a very good way. And with the girls it is very helpful just now to get them interested in the women who are doing things, and after once we have got them interested in the people who are doing things for them here in London they must go farther afield, and get interested in people who are doing things abroad. I like that idea of interchange, but we are not secondary people, we are factory people, and I do not know any type of school abroad with whom we could correspond.

MR. A. E. BAXTER, *Member of the Executive of the National Union of Teachers*

I WANT to express my appreciation of the idea that Dr. Jones stated, that we should not simply content ourselves by passing

by the thorny subjects of political bias, and dismissing them because of the difficulties. I believe, as teachers, we shall really be false to the true ideal of a teachership if we dismiss any subject because it is difficult, and I think both with regard to home affairs and certainly with regard to imperial affairs we cannot afford to allow our children to go out into the world without a definite idea of the various things that they have to meet, and simply say that we passed them by because of the difficulties surrounding them. In my own idea with regard to Imperial studies as far as elementary schools are concerned, I think perhaps it is best left at the interchange of teachers. I really believe that not only with regard to the children, but with regard to the teachers and perhaps with regard to the locality, we should get a far better idea of Empire by association with the people from the Empire, and that the children would get a better idea of the Mother Country by a good selection of persons who have been sent out from this country to teach in their schools, and at the same time to give them the real idea of the Mother Country. I think it should be more the rule than the exception, and that very often the teacher should be brought up to feel that the proper completion of his studies or her studies would be by a term of foreign service, and I fancy that education on both sides of this world would be benefited by it.

IV

The Place of Imperial Studies in Public and Secondary Schools

Chairman : THE DUCHESS OF ATHOLL

THE speakers who have kindly undertaken to contribute papers to this meeting to-day will speak to you from a personal and a wide experience of teaching to which I am afraid I can lay no claim, and no doubt out of that experience they will be able to tell us what is being done in some of the leading schools of the country in regard to this very important matter of Imperial Studies. Probably also they will be able to make to us concrete and definite proposals for further development of those studies. I can speak to you only of the necessity, as I see it, for a more general acknowledgment of the importance of these studies having a duly recognized place in secondary and public schools.

Now, whenever one begins to discuss that fascinating question of the curriculum—a question in which I think laymen and laywomen like myself do take a deep interest—we are met with the fact that there are very many subjects that ought to find a place in any well thought out curriculum and that the tendency of curricula is to become overcrowded. Therefore it is a truism, I am sure, that anyone who has to consider this question of curricula must think out carefully the relative importance of the subjects proposed to be inserted in any curriculum and to that end he or she must have a clear idea as to what is the object at which the curriculum aims. I am sure we shall all agree that, except for a few pupils who may develop into historical scholars, speaking for the great majority of the pupils or students, the aim of historical teaching must be to help the pupil on leaving school effectively to discharge the duties of citizenship. I am certain that we all recognize that to be able effectively to discharge those great and responsible duties it is most necessary that all citizens should have a knowledge of the past history of their country which shall enable them to

have some guidance from past experience in dealing with the many and difficult problems which confront us to-day, and which shall help them to see present-day problems in due perspective. Then when we ask to what heritage is it that these boys and girls step out when their period of school education is finished? the answer is that they become citizens not only of the Motherland but of the Empire. It seems obvious, therefore, that in the historical training of citizens of the British Empire the history of that Empire necessarily must have a place, and an important place, and that if, further, they are to have some understanding of the economic problems to be solved in the Empire to-day, they must not only have some knowledge of the history of the Empire but also of its varied soils, climates and products.

But when we consider the exact place to be given to Imperial studies in any curriculum we are immediately confronted with all the other departments of historical knowledge that equally claim a place, and I think that to-day we recognize that there are certain other tendencies which have been asserting themselves rather prominently in the last few years. I think that in the first place a sense—a necessary sense—of what we have suffered during the terrible years of war through which we have recently passed, has created a tendency to keep the history of wars and battles, and even of general political events, rather more in the background than has usually been the case. There has distinctly been a tendency to consider that too much emphasis has often been placed on events, particularly military events. Then, in the second place, a consciousness of the many social problems demanding solution in our country at the present time has, I think quite naturally, caused a tendency to say, "Let our history lessons deal with social and industrial movements in the past rather than with these political events which it has been our custom to instil into the young people." Then, thirdly, there has been another tendency noticeable north of the border, namely, that because undoubtedly in the past there was a regrettable tendency to omit the study of Scottish history from our curriculum, there is a reaction to-day which sometimes seems to me to suggest that Scottish history is monopolizing a little too much of the time-table. But that is only a special Scottish tendency. So that when we begin to consider this

question of Imperial studies and the place they are to occupy in our curricula, we have to meet these other tendencies which have been perhaps taking us a little bit in the other direction.

Well, with regard to the first, I should just like to say that while I most certainly do not wish to see history taught merely as a story of battles and wars, and of the dates of accession and demise of various sovereigns in the past, I do feel, as I believe has been pointed out by a speaker in the previous session, that if you wish to arouse the attention and interest of children, at any rate in the elementary school stage, you must give a certain prominence to stories of adventure and heroism and romance, and I am sure all educationists agree that the arousing and creation of interest is one of the very first things that the teacher has to keep in view.

And when you come to the secondary school stage, it seems to me equally necessary that you must create a historical framework in the pupil's mind, a framework of the main events of the history of the country he is studying into which he may be able to fit the details that he may either learn in school or acquire from general reading in after days or in his holiday times. It seems to me to be essential that if anyone is to have any grasp of history and be able to retain in after life anything of real value from his history lessons, there must somehow be created in his mind that great historical framework, and I do not think it is possible to create such a framework without relating the main military events of our history, in so far as those military events had a decisive effect on our history, and without giving the children a clear idea of the succession of kings in whose reigns the various events of greatest importance in our country occurred.

Then I also think that if too much detail is given to children in regard to events or systems of many hundred years ago, such as I have seen in some history textbooks recently published—if too much detail, for instance, is given in regard to such matters as the Domesday Book or the feudal system, a system after all happily long extinct—I do think there is a real danger of worrying the child and confusing his mind with too much detail, and detail which is not necessarily of very much interest to the average child. And because of this fear of confusion there is the

consequent fear that you will fail to arouse that interest which it must be the primary object of the teacher to create.

Then in the third place I do feel that, desirable as it is that all Scottish children should know at any rate in outline the history of their own part of these islands, unless that history is taught definitely as a preparation to British history since the date of the union of the two countries and as leading up also to that imperial history which we are specially considering this afternoon, it cannot of itself give the necessary outlook to enable a boy or girl, a young man or young woman, effectively to discharge the duties of Imperial citizenship. If I may venture to do so, I should like to make a suggestion that I made the other day in regard to religious teaching in schools, and that is that in planning a curriculum one should try to think backwards. In planning a curriculum for the Bible lesson I venture to suggest the necessity for the elimination of everything that was not of first-class importance in the framing of character, and that a teacher, therefore, in drawing up a curriculum of Bible instruction should first remind himself of the qualities mentioned in the New Testament as necessary to the formation of Christian character, which after all is the aim of all religious teaching, and should then select the incidents and teaching in the New Testament most helpful to the development of such qualities. Then the teaching of the Old Testament should be planned entirely as leading up to the New Testament, and anything that did not seem necessarily to fall in with that line of study should be omitted. I make these suggestions simply because the Bible is such a wonderful literature, so full of wealth of beauty, and of interest, that it is impossible to give it all to children within the limited time at any teacher's disposal. Now, it seems to me that that plan might also possibly help a little in the history lesson in getting things into their due perspective, that if you start with this as your aim in your history lesson, to help the boys and girls when they leave school to discharge effectively their duties as Imperial citizens, then that will help you to fit things into their place. The most important things will be taken and things that are of less importance will be dropped out. I think that if a curriculum were planned rather from that point of view, then it would be impossible to spend so much time on, say pre-Reformation history in this country,

as I think is done in some of these textbooks which lately I have been examining.

Then I should just like to make one other suggestion, and that is that in choosing prizes special attention might be paid to choosing books which would arouse an interest in the Empire. I can never forget what it meant to me to read Seeley's *Expansion of England* when I was 18 years of age. I do not wish to speak with anything but the deepest gratitude of the history teaching I had had prior to that age. I remember it with the liveliest interest, but I know that it was not until I opened Seeley after I had left school that I began to have any really definite conception of how the Empire had been built up. Though I know that this great book is often chosen as a prize in some of our schools—I have seen it amongst prizes both at Eton and Harrow—I am not sure that it is quite as widely given as a prize in grant-aided secondary schools, at any rate those with which I have had anything to do in Scotland. As it seems to me that one of the main objects in giving prizes is to arouse interest and encourage a love of reading, it is hardly possible to give too much time and attention to careful and judicious selection of prizes. I therefore suggest that books about the Empire might find a place in the prize list of all schools because I really feel that I could not from the historical or the Imperial point of view wish anything better for any boy or girl than that they should have the joy that I experienced in reading that wonderful revelation of the history of our Empire that we find in Seeley's great book.

C. H. BLAKISTON, *Assistant Master at Eton College*

AT this great gathering which tells so strongly of all that is best in the British Empire, it is perhaps a little out of place to strike a note of lamentation. But the fact remains that throughout the nineteenth century, the period of our greatest imperial expansion, the study of imperial history was most shamefully neglected at most of our greater secondary schools. Based as their education so largely was upon the classics, what history was taught tended to throw light upon the races of the ancient world; and to many a scholarship candidate at our universities the tales of Greece and the doings of the Jewish heroes were

familiar, whilst the great explorers and statesmen of our Empire were unknown. It is true that the study of history as such began to dissociate itself from the classics in the last two quarters of the nineteenth century, and historians began to rank as scholars of eminence ; but the trend of the thought of the mid-Victorian era was political, and such history as was studied was largely constitutional. The interest of students was awakened in the beginnings of parliamentary institutions ; wonderfully illuminating books like John Richard Green's *Short History of the English People* aroused the minds of thinking men to the continuity of English government, and history was recognized as an evolutionary science. But the tendency was again to hark back to antiquity, and if Gibbons' *Decline and Fall of the Roman Empire*, and Hallam's *Constitutional History* are characteristic of the historical taste of the early nineteenth century, Creighton's *History of the Papacy*, Stubbs' *Charters*, and Freeman's *Norman Studies* are typical of the history of two generations ago. Questions of commercial and industrial development were referred to a gloomy science dubbed rather unmercifully "Political Economy," and invested with an air of inviolable sanctity by the writings of Adam Smith and John Stuart Mill, and it was held that these mysteries should be withheld from the tender ears of schoolboys and relegated to the dusty classrooms of the universities.

But there was a ferment beginning in the last quarter of the nineteenth century. The amazing development of Canada after the British North America Act, 1867, could not fail to attract notice. The struggles of Australia to achieve a federal unity, the native troubles in New Zealand, the failure of the Colonial Office to deal satisfactorily with Zulu risings or Boer political problems, were all questions of the moment, or events fresh in men's minds ; India presented a series of new difficulties ; and it was in such a period of awakening interest that a book like Sir John Seeley's *Expansion of England* was bound to make a strong impression. Hardly had the troubles of the fateful years 1879, 1880, and 1881 passed away, when the Empire began to realize the impending possibility of a Royal Jubilee, and the middle 'eighties were filled with preparations to do honour to the Queen in whose long reign the Empire had been consolidated.

And thus it was the first Jubilee that brought the greater secondary schools up against the facts of Empire. Were we to celebrate the fiftieth anniversary of a sovereign of whose overseas dominions we knew practically nothing? So there was an immediate output of textbooks, geographical and historical, to meet this occasion. But the crowded curriculum of the schools left little time for such studies, and I doubt if after a good deal of flag-wagging and speech-making much permanent result upon our educational system remained. Roughly speaking there was little imperial history taught till the end of another decade, when the sixtieth anniversary of the Coronation of Queen Victoria once more caused world-wide rejoicings. The Diamond Jubilee brought with it imperial conferences, reawakened enthusiasm for Empire studies, and a serious attempt to forward popular education on the subject. The South African War following so soon after the "clamour and the shouting died away" kept up the pitch of interest; and it is from the end of the nineteenth and the beginning of the twentieth century that the present attitude of our greater schools and universities towards Empire studies may be said to date. The great benefactions of Mr. Rhodes to Oxford drew attention to the importance of imperial history. The Colonial Institute began to issue authentic information about the overseas dominions and dependencies, and set up a Visual Instruction Committee to disseminate knowledge by means of lecture notes, lantern slides and maps. The League of Empire issued a really practical teaching handbook (*The British Empire, Past, Present and Future*); the Victoria League furthered the work in various ways. The universities issued useful series of textbooks, such as that edited for the Clarendon Press by Sir Charles Lucas, and a similar series emanating from the Pitt Press at Cambridge. Essay competitions for senior scholars were offered by the Colonial Institute, the Royal Asiatic Society, and other learned bodies, and the material for Empire study courses was at last put within reach of the teacher.

And what use was made of it? Speaking from my own experience of our great public schools, so-called, I do not think that twenty years ago any of them made a definite point of teaching the history of the British Empire. True, in the general course of British history, from time to time mention was made

of the acquisition of colonies and so forth, but merely in passing. Geography was still in the stage of being merely a series of lists of "capes and islands," and disconnected facts; from this dry and jejune state it has largely been rescued by the labours of such enthusiasts as Sir Halford Mackinder, though I fear the great public examinations still treat geography in the old colourless way. But there has in the last fifteen years or so been a remarkable forward movement. The Oxford and Cambridge Schools Certificate Examination now makes it possible to bring most average scholars up to a definite level of attainment by 16½ or 17 years of age, and in the British History prescribed for that examination scope is given for imperial studies. Further, by making it possible for a boy to reach a standard equivalent to the entrance examinations to Oxford and Cambridge by the age of 17, the School Certificate enables those schools which keep their elder boys to 18 or 18½ to devote the attention of a considerable number—at my own school fully 50 per cent—to more advanced historical study. Thus it becomes possible to study in further detail the history of some portions of the Empire, to review the constitutions and political institutions of our varying dominions, and to widen the view of our young politicians and would-be reformers. This is the present position, and in reference to it I am asked to give some indication of the "Place of Imperial Studies in the Teaching of Public and Secondary Schools for Boys and Girls." At the outset I must claim exemption from any knowledge of the education of girls; it is a subject of which others will speak with expert information; and my own experience has been limited only to a few addresses on imperial subjects given to secondary schools for girls at which I have always been impressed by the avidity with which the fair sex seizes upon information and transfers it to a notebook. Girl audiences have always seemed to me quicker to take a point than boys; but in examination answers they show much less originality and depth of thought than boys, and present often the curious phenomenon of a slavish adherence to the textbook which leads to very odd misunderstandings and mistakes.

Of boys and their attitude to history I have some knowledge, and may say at once that history is a subject that appeals to almost all, and seldom fails to excite a response. Boys who

have neither the linguistic nor the mathematical faculty developed to any extent very often find the human interest of history supply just the stimulus that they need. It used to be said that boys appreciated only the "blood-and-thunder" elements of history : wars and rumours of wars. This is a cheap gibe, and hardly worth refuting ; for the interest of history is far-flung, and brings in alike the thrill of discovery and exploration, the questions of geography and climate, the problems of trade and commerce, the diversities of race and religion, and the complexity of politics ; and it is rare that a boy's attention is not arrested by one or more of these aspects of imperial study.

It seems clear that for smaller boys the general outlines of British history, and perhaps some brief statement of the rise of civilization (such as is set forth in *Early European History*, by Hutton Webster) gives the groundwork upon which to build. Later, between 14 and 15, some study of the early periods of English history, e.g. the Wars of the Roses, or the Civil Wars, will give play to the bellicose enthusiasms supposed to lurk in the hearts of youths of that age ; but between 15 and 16½ a boy is quite old enough to understand and appreciate the age of discovery and the periods of expansion. In the school to which I belong, all boys between those ages are reading for three hours a week some English history ; and those who show any special bent for the subject, some 40 per cent of the whole number, do a further three hours a week at a definite imperial subject. The usual course is to take Canada in the winter, Australia in the spring, and India in the summer. These boys are in the Middle Division of Fifth Form, and will take the School Certificate when they reach the Upper Division of Fifth Form ; and, during the one or two terms that elapse before they are ready for that examination, they will spend three hours a week studying South Africa, or New Zealand, or the Straits Settlements. In teaching these special classes in imperial history I have found that there is a great deal of assistance to be gained from the Dominions and Colonies themselves. I should like to acknowledge gratefully the help I have received from the Agents-General for several of the Australian states, from the New Zealand offices in the Strand, from the Canadian Pacific Railway Company and the Canadian State Railways, from the High Commissioner's office for South Africa, and from many other sources. It would

be invidious to compare the generous help so received from different directions, but two particular instances stand out in my memory. One was a "folder" issued by the Canadian Pacific Railway, giving a résumé of the history of the railway and of Canada, maps and statistics, and a delightful series of illustrations of colonial products. I gave away many copies of it as a sort of Christmas card to boys whom I had been teaching about Canada and had numerous demands for more. The other was a little pamphlet entitled, "New Zealand in a Nutshell," which was most kindly supplied to me by the New Zealand offices, and proved most popular.

The illustrations provided to courses of lectures on the Empire overseas by the Visual Instruction Committee of the Royal Colonial Institute (a sub-committee of their Imperial Studies Committee) have never failed to be helpful; and in addition to the longer series of seven or eight lantern-slide lecture sets, there are now available single sets for one lecture on each of the principal Dominions, serving most valuably as a means of recapitulating and enforcing a term's teaching.

It has always seemed to me necessary to have a skeleton outline of dates in British imperial history, and I have prepared a very simple date-list for my own use and found it of considerable value in teaching. A dozen dates of consecutive events learnt by the boys before the lesson (and heard or tested in writing at the beginning of the lesson) give a suitable peg on which to hang half an hour's lecture, or a set of notes, and apart from being a definite task and easily learnt, they are apt to stick in a boy's memory and give him a scaffolding round which to build his knowledge. Thus, in the history of Canada, three key dates of the eighteenth century, 1713, 1763, and 1783, form a very easily remembered trio upon which much of the history of that Dominion has turned; again, in Indian history, 1757 and 1857 mark two turning points in the development of British India.

A weekly essay, whether written in school or out, tests the boy's grasp of the subject; and whereas it is easy enough to gauge his knowledge of a textbook by the simple device known to all teachers as "one word questions," the essay gives him time to show how much he has understood of the problems of the period he is studying. Thus a good essay subject should not be a direct question of fact, easily answered by a string of

dates and names. It should be a suggestive query, designed to bring out his grip of tendencies and policies. To take a simple example, I consider a bad essay question would be to describe the Great Trek of 1836 ; a good one would ask for the causes of Dutch discontent that led to the trek.

It is astonishing how ready boys are to be interested in tangible illustrations of teaching about the Dominions. I once tried to make the peculiar climatic difficulties of South Africa clear to a class by taking into school pots of curious bulbous and succulent plants of the karroo and high veld, happening to have some in my greenhouse, and the experiment extracted from more than one boy essays of peculiar insight and excellence. Similarly the Zulu wars became much more real to us when I produced in school some actual Zulu objects and relics from Isandhlwana. Perhaps it is foolish to dwell on such trivial incidents, but experience seems to show that it is the unexpected that attracts attention, and that attention once so attracted is often held for a surprisingly long time.

Some modern educationalists put much faith in the use of the cinematograph for teaching purposes. It has never commended itself to me very strongly. The rapidity with which scenes develop and pass away makes it hard to keep pace in teaching ; and there seems to be some justification for the contention of some medical authorities that it is positively tiring and bad for the eyes. Indeed it is easy to understand that it must be a strain upon eyes and brain ; and if combined to the mere effort of watching is an attempt to concentrate and learn a definite lesson from the objects seen, the strain may well be too severe for some students.

That some such line of teaching can be adopted in our greater secondary schools with a fair degree of success I firmly believe, and hope I have to some extent demonstrated. That it is pre-eminently worth while cannot be doubted ; and it seems to me the one contribution that we teachers can make to the stability of the Empire is that we should endeavour to see that our future politicians, statesmen, business men and pressmen should not go out into the world without at least the groundwork of a knowledge of the facts that have built up the unparalleled group of lands in every continent and ocean that owns allegiance to the British crown.

MISS E. ADDISON PHILLIPS, *Headmistress, High School for Girls, Clifton*

SPEAKING to the Imperial Education Conference last year, Sir Chas. Lucas, Vice-President of the Geographical Association, urged the education authorities of this country to foster to the utmost the study of the Empire. "If we in Britain wish to know the true history of our island," he said, "we must keep the Empire always in sight . . . moreover, if we want our overseas brethren to maintain their interest in us, we must widen and develop our interest in them." If this great Exhibition accomplished nothing else, it would, in my opinion, have been worth while for the stimulus it has given to study of the Empire, and the interest it has awakened in the lives of our brothers of the Seven Seas.

Such a reawakening was undoubtedly needed, the imperial ideal has often been decried of late years, as an article in the *Round Table* recently pointed out, by the nationalist on the one hand, and by the idealist on the other; the dangers of the nationalist spirit have been clearly evidenced by the Great War, but in approaching the subject of the place of imperial studies in our schools, nothing needs more clearly emphasizing than the folly of putting the ideal of the British Commonwealth in opposition to that of the League of Nations or of decrying the one in embracing, as we all must do, the aims and ideals of the other.

"Those who, in their enthusiasm for a wider, world-embracing League of Nations, are indifferent to the maintenance of the League of British Nations," said Lord Milner, "run the risk of throwing away the substance for the shadow." International relations are not yet such, whatever our hopes for the future of these may be, that we can afford to neglect or dispense with that "nucleus of stability or order, that great organization for the maintenance of peace and the encouragement of mutual helpfulness among something like a third of the human race, which we call the British Empire." This consideration needs presenting to the older pupils in our schools who are apt to-day to underestimate their indebtedness to the past and in pursuit of a vague ideal to despise anything which they consider possibly "second best."

Notwithstanding the prevalence of these ideas and the somewhat exaggerated fear of "Jingoism" which perhaps characterizes the teachers, it is encouraging to find upon investigation how much careful work is being done in the girls' schools of the country, not only in the systematic study of the geography and history of the British Empire, but also in awakening the interest of the older pupils to the great imperial question of to-day. This is important, for there is little gain in the consideration of the history of the Empire unless it be linked up with the present living entity. The Beit Professor of Colonial History once complained that the study of the history of India was apt to cease with the work of Clive and Warren Hastings, but this criticism would certainly not be true to-day of the work in the best girls' schools, where great and insistent questions such as that of the present government of India are discussed with possibly a not much smaller display of intelligence than is found in more distinguished circles!

The great difficulty of the headmistress of to-day is to deal wisely with an over-burdened curriculum, and to judge among the conflicting claims of various subjects. Thus possibly the "art and practic part of life" may be to some extent "the mistress of that theoric" which the majority of teachers profess, that the history of the Empire is best dealt with as an integral part of the history of our own country, and as it occurs in the history course, and that the geography of the Empire should not be detached from its proper place in world geography.

Some considerable numbers of girls' schools do, however, devote a year or more to the specific study of the British Empire, and three, at least, of the eight recognized examining bodies for the School Certificate Examination set special papers on these subjects. The number of girls who take the special paper on the history of the British Empire is, however, comparatively small, and represents a proportionately small number of schools.

The modern scientific treatment of geography makes it probably unwise to choose the British Empire as a subject for connected treatment, but short, intensive courses are often profitably inserted in special forms, and for special reasons. Some schools, for instance, have a department for secretarial training, and here close attention is paid to the geography as well as to the history of the Empire. In certain towns such as Manchester, Liverpool,

and Bristol, the relation with different parts of the Empire is very close and forms a natural point of departure for the study of historical geography. Some enterprising teachers have achieved considerable success in basing a course of lessons on place names : Sir Charles Lucas, in the address already quoted, urged the importance of this practice as one likely to ensure that the story of the Empire will be well learnt and long remembered.

The present ambiguous position of geography in examination and Board of Education regulations has, in the opinion of some headmistresses, had a discouraging effect on geographical study in schools, and consequently on imperial studies ; their opinion is, at all events, worthy of consideration.

To the stressing of the story of Colonial development and of imperial expansion and settlement in the ordinary history course, at least 200 headmistresses out of 230 consulted on the point bore ample witness, and it seems probable that this method of approach enables the student to see the subject more truly and in relation to similar development in other European nations.

Stories of exploration arouse interest in junior forms, and for the rest the growth of the Colonies, the great struggle between France and England, the disruption and consequent resettlement of the Empire, take their place in a four years' history course, whilst the two years devoted to an advanced course in modern studies in many schools affords an opportunity not only of seeing the activities of Great Britain as one of the great European nations, but also of studying, in some detail, the later stages in the history of our Empire, the growth of constitutions, and the development of the great principles of self-government and trusteeship. A few schools attempt some beginning in political science as a subject distinct from the history lesson in the upper forms, some treat civics in the same way, and in both cases the constitution of the various units of the British Commonwealth or Empire is considered.

Some schools again, work on a very interesting syllabus which is designed to give some conception of the gradual modification through the ages of the imperial ideal, and to show what elements in that ideal have proved to be life-giving, and which agents of destruction. Such a course leads the pupil on to the consideration of the British Empire from a review of the great empires of antiquity, Chaldea, Assyria, Babylonia, and the like, linking

the work on, when possible, to the Old Testament narrative. It deals with the story of Greece and Rome, up to the fall of the Roman Empire, with the great empire of Charlemagne, and the rise of the European nations.

Whilst systematic study of the Empire thus falls into its proper place in the ordinary curriculum of the school, much valuable work of a supplementary nature is being carried on. Weekly classes or discussions on current events, based now on the daily papers, now on *Punch's* weekly cartoon, are held in many schools; good lantern lectures are supplied by various societies which have the work of Empire much at heart; correspondence is carried on between girls in our English schools and school girls in all parts of our Dominions, and several headmistresses speak of the keenness of the correspondence and of its value as supplying the personal note so essential to any sympathetic understanding of other lands.

Many schools, again, find in Empire Day an opportunity for focusing thought and for inculcating the spirit of service and the sense of responsibility.

One headmistress mentioned what doubtless many others have experienced, the value of missionary study circles in giving not only knowledge of other parts of the Empire, but insight into the lives and condition of the peoples. It would be difficult to exaggerate the importance of the part played by missionaries in the work of empire building, especially in creating and sustaining the idea of trusteeship which, first promulgated by Burke, runs like a golden thread through the tangled web of our imperial history.

"It would be an unhistorical account of British dealings with the Pacific which made no mention of Patteson and Selwyn," urges Professor Coupland, "it would be a travesty of our record in Africa which did not set in the forefront the name of David Livingstone."

I have tried thus very inadequately to describe the place of imperial studies in girls' secondary schools, but one feels conscious all the time that the effectiveness of such studies depends on the spirit in which they are undertaken. The presence on the school staff of a teacher really interested in imperial questions will do more to kindle enthusiasm for the Empire than the finest and most carefully considered schemes. We want to get such an atmosphere into our classrooms that by the time children

leave school they are thinking, not in terms of our own little island, but in those of the Seven Seas. It would be well if we could secure that some member of the staff should have spent some time in one or other of the Dominions. New lands breed optimism which the teacher needs far more than "the pancake flatness of dull efficiency." Children should be trained up neither in a spirit of jingoism nor of revolutionary reform, but with a sane enthusiasm for ordered progress and development. Of the first there is little fear ; in fact we are too often confronted by Gilbert's

Idiot who praises in enthusiastic tone
Every century but this, and every country but his own.

To the modern girl the idea of dominance is distasteful, she is all in favour of self-government whether of persons or nations, and is apt to regard the imperial ideal with suspicion ; all the more important, therefore, is it, that she should be led to see the British Empire as a great Commonwealth, a league of allied nations—her country as a land

Where freedom slowly broadens down
From precedent to precedent.

"The British Empire is not a colossal expansion of original sin," protests Sir Charles Lucas. "It is a great and glorious achievement," and as such we must show it to our children. There is much to mar the greatness of the story ; lust, oppression, crime have darkened its pages, but these do not make up the whole. The indomitable spirit of the explorer, the lofty idealism of the missionary, the untainted honour of the Government official have played their part, and that no small one, in the building up of Empire.

Englishmen like Burke and Wilberforce, more than a century ago, taught the great lesson of the responsibility of the white man towards the native races, whilst the willingness of the home Government after the great lesson of 1763 to concede an ever-increasing measure of self-government to the various Dominions of the Crown shows a generosity of spirit of which only a great and puissant nation would be capable.

Of such a heritage, with all due humility, we may be proud.

W. H. FYFE, *Headmaster of Christ's Hospital*

WHEN I was at school the British Empire was a large, red incubus, an unconscionable excuse for "jelly-bellied flag-flapping," an insistent temptation to think of ourselves more highly than we ought to think, and to look complacently down our noses at "lesser breeds without the law." But times have changed and ideas with them. The South African War sapped the blood out of that attitude, and the World War buried its bones. Now we seldom use the word Empire without apology, and most often hear it in a foreign accent. The British Empire is no longer the conquest of our bow and spear, but an association of free and equal nations, united more by sentiment than interest, and standing ideally, if not as yet in fact, for ideas of freedom, stability and international morals in a world where none of these are now conspicuous. This association of nations is a large and interesting fact, and therefore concerns boys undergoing secondary education, since the main object of that education is to assist their reaction to all the outstanding facts of the life in which they will soon be actively concerned.

Therefore they must learn about the "British Empire." Obviously it will figure most prominently in the study of geography and history. The story of the enterprise, the ingenuity, the courage and the mixed motives which spread the British race so lavishly over the world can be told with a high degree of interest and instruction; yet I doubt whether it is educationally sound to cut that story from its context and tell it by itself. That sort of abstraction is a dangerously apt tutor of insularity. It is better to take the chapters of the story in their setting, to look there for the effects of many causes, to unravel the motives, study the environment, and compare the centrifugal movement of Britons with that of other races.

A subject which might with advantage be abstracted and studied by itself is the social evolution—the political experiments and expedients—of the distant British communities. It is a subject that has not yet been fully treated by historians, at any rate by those whose work comes within the orbit of a secondary school.¹ Yet the story compares in interest with that evolution

¹ There is Egerton's *Origin and Growth of English Colonies and their System of Government*.

of early Greek communities with which most boys at "classical schools" become familiar, and it is at least equally valuable, both for the proper understanding of the world they are to live in, and as a training in intelligent citizenship.

And in order that politics—in the Aristotelian sense—may be properly married to economics—and in the later stages of secondary education they should never be divorced—it should be possible for the older boys to inquire into the interdependence of the various parts of the world in the many insistent problems of daily existence. The British Commonwealth, with its highly contrasted types of environment, offers a wide and effective stage for the study of such practical problems of political economy. If this lands our pupils at the end in the arena of politics in the meaner sense, so much the better, provided that they form their ideas for themselves and do not borrow them from a partisan. The mysteries of free trade, protection, and imperial preference can never be sanely solved until a new generation substitutes knowledge and logic for the uninstructed passions of the past.

But it is in the geography classroom that the British Commonwealth can best be studied. However ingenious the teacher of history may be in devising for his pupils visual aids and occupation for the hand and eye, it remains true that the material of history is ideas—a bait at which boys do not avidly rise except in the lower reaches of the educational stream. Geography is a perfect study for young boys—and perhaps for young girls, too—since under the modern method their hands and eyes are busy from the first; and geography can do even more than history as a solvent of insularity and an aid towards mutual understanding and sympathy between the different British nations.

From the map alone a boy can learn for himself where his scattering forefathers travelled, and can guess the causes which determined the direction of their movement. When he has further studied their distribution in general and in detail, has discovered and illustrated by his own chart or diagram the climatic conditions under which his distant kinsmen live, the changes which these and other geographical conditions imposed upon their ways of life, their speech, manners and physique, and the means by which they obtain their livelihood and develop

the resources at hand, then he has discovered for himself—an infant Cortez—a strange and fascinating world which grips his interest because it is unlike home and is yet largely inhabited by people of the same race, speech and background as himself.

That is the idea that should underlie all “imperial studies,” the idea that the English boy is a citizen of a vast community, that men who differ from him in colour, race, religion, and culture are as much his fellow-citizens as those who migrated from England and as the people who live in the next street. Neighbours can be understood through contact; but these only through books and maps. Hence the need for study and instruction. And indeed it was the lack of this that made it possible for the old type of imperialist to combine with his boasts about the Empire an insular contempt for “Colonials” and “niggers.”

A further possibility of study lies in the art and literature of the overseas communities. Compared with English art and literature these are of modern growth, yet the recent exhibition of Australian paintings in London opened the eyes of many to their maturity; and Canada, South Africa and New Zealand, as well as Australia, all now contribute to the stream of English poetry. And if the culture of India is too vast for the comprehension of schoolboys, they ought not to pass out without at least the knowledge of its age and quality.

Such a study of the British Commonwealth through the history, geography, and literature of its component nations may serve to make boys familiar with, or at the least aware of, a whole system of facts and ideas of great importance in their social and political environment. But that familiarity, even at its highest, will be necessarily second-hand. No book-learning can match personal experience. There are therefore two other possibilities to be considered. The first is the possibility of including the first-hand experience of travel within the scope of secondary education. That would be imperial study *in excelsis*. Obviously this could be only for a few. But schemes have been devised of a year's tour round the British Commonwealth as a substitute, perhaps, for a university course. So far none of these has been put into practice. But if parents could be persuaded to patronize a scheme that has no tradition of centuries behind it—a difficulty to which no schoolmaster can be blind—I have myself no doubt of the value of such

experience both to the individual travellers, and through them to the Commonwealth.

The second is the possibility of training boys at school for life overseas. In the past it has been mainly the scrapped products of secondary education which have found their way overseas. And we have thus been left to wonder with ignorant surprise at the damp enthusiasm with which "public school boys" are welcomed. The cure is obvious. Send better boys, and test their capacity beforehand. It is those who have brains and training—or at least one of these advantages—who will succeed overseas. Those who have neither will fail there or here with equal certainty. And those who have both will fail overseas unless they have also certain qualities of industry, enterprise and adaptability which it is not impossible to test at school. Under present conditions no settlers are really welcome in any part of the Empire unless they will work on the land. If that fact is faced, it is obvious that would-be migrants must be tested for their capacity to live the settler's outdoor life. Country schools should not find it difficult to provide boys with elementary farm training, either within or near without their own boundary. And to that there should ideally be added training in many kinds of practical handwork in wood, metal, brick, and even boot-leather, and also as large a scope as possible for doing things for themselves. But book-work is most certainly not superfluous. Such practical training should either be supplementary to the ordinary curriculum of a general education or else, before it is undertaken, the general education should be carried as far as possible. If a boy reaches the period of "diminishing returns" at sixteen—and many come to the end of their tether before that—then his brain will develop the better for the change. But it is not only for such boys that there are good prospects overseas. The Dominions should welcome brains almost in proportion to their export of beef. If in the past that welcome has not been noticeably enthusiastic, that is because the brainy migrant too often lacked humility, tact, or common sense. A combination of a high standard of general education with practical training would produce a settler who would soon create a demand for more of the same kind, and he himself might find overseas work more worth doing and an infinitely wider scope for his ability than he is likely to find in Lombard Street or Whitehall.

DISCUSSION

MISS M. G. COWAN, *Higher Education Committee, Edinburgh Education Authority*

THERE is one point in Mr. Fyfe's paper which I think wants stressing verbally, and upon which I think this Conference might well give us some useful comment, and that is where he states that politics must be properly married to economics, as Aristotle says, and it might be possible for the older boys to inquire into the interdependence of many parts of the world and the many problems of daily existence. What we are out for in the schools to-day is to get the vital elements in education, and to select those elements in order not to overburden our curriculum. It is impossible to deal with every aspect of our great Empire, but it is very possible to take many a subject in a cross-cut, as it were, across the different parts of the Empire, linking our political and economic teaching. Thus, for instance, take the great carrying trade of the world ; taking packing take the sacks in which the goods from the Colonies are brought to us, and the sacks with which we send out our things to the East and elsewhere ; take the whole problem, for instance, of the jute industry involved in the production of the sacks, and take the standard of labour in Calcutta, and the standard of labour in Dundee, and you have at once entered on a fascinating economic problem, raising the question of the standard of life for the dark worker and the standard of life for the white worker. Are these to be the same, or are they not ? A big and fascinating problem for the young people in our schools to-day. Take from that problem the question of the International Bureau of Labour connected with the League of Nations, and you have again set teaching in the atmosphere of the League of Nations. I am greatly impressed with the stress which was laid by Miss Phillips on the importance of setting the teaching of Empire in the atmosphere of trusteeship, and in relation to the League of Nations. In our big schools I have found several headmistresses and headmasters who have said they do not wish to celebrate Empire Day because they wish rather to stress the League of Nations. Now I feel that in this audience probably such an expression would have no sympathy, but at the same

time it exists in the country, and you who are here must be prophets and missionaries of this spirit amongst the whole profession, that we shall retain Empire Day in our Schools, retain it with a greater emphasis on this trusteeship and the contribution which the Empire Day could give to the real spirit of the League of Nations.

Then from the demonstration point of view, I think there are two points that want stressing. The first is the question of the history room. We are accustomed to pass estimates for the equipment of scientific laboratories. It is very seldom that we get requests to pass estimates for the equipment of a history room, and yet that is vital. A few of our schools are fitted with really modern history rooms, with proper lantern arrangements and proper sheets, and cases for post cards and specimens. I was struck in the first paper by the emphasis laid on collecting interesting things. Now, actually to equip a history room requires two things. It requires an authority who understands and who desires to see the best teaching of history in our schools. It also requires the man who is not too lazy to write post cards and to write letters to get all these wonderful things that you can get from the Colonies and elsewhere to make the history room as living and as bright a place for the students as any scientific laboratory.

The second point on demonstration is the importance of the history specialist, if Empire teaching is really to have its setting in the spirit of history. We have far too few history specialists in our public schools—and by public I mean really public schools, those big secondary schools which are growing up to an even greater extent in these last twenty years than before. We must have men and women there who have steeped themselves in the principles of history and who are able to help others. Our own authorities have sent four or five of our historical and geographical specialists up to Wembley in order to report to us how the teaching in our area can be improved, and I hope the education authorities here who have not already done so will do something similar on these lines. Surely we have in this great Exhibition something which will have a very definite bearing on the teaching in our schools during the next generation on the things which are taught and also on the physical appearance of our history rooms.

MR. S. B. LUCAS, *of the Incorporated Association of Assistant Masters*

DURING the course of the very interesting discussion this afternoon, I think that perhaps the most important question which has been raised is this: Are what are called Imperial studies to be taught directly in schools? I do not propose to answer that question, because there is very much to be said on both sides. But it sometimes falls to my lot to hear people say that most history teaching in schools is far too militaristic in character, that the textbooks used unduly emphasize the military side, that a great many of our history teachers unduly stress that side, and so on; to which criticism I always reply that I have not come across it. There may be something of the kind in some schools. There may be men and women who are so obsessed with the military side of the thing that they do unduly stress that point, but I venture to say this, that if there are teachers who do that they are in grave danger of finding themselves subjected to the derision of their pupils. If a man goes in for what is known as the "mere flag-wagging" side he is not likely to have very much respect. There is, I am afraid, a certain amount of what may be called the "cape" business, even in the teaching of history. As an instance of what I mean I may perhaps mention that there are some teachers left who lay an undue influence on the names and ultimate fate of the wives of Henry VIII. That is perhaps the parallel in history teaching to the "cape" business in geography. Now I do not think that it is possible or desirable to have a really unbiased teacher of history. I do not think that a man can so far dissociate himself from his ideas on other subjects as to be able to present an absolutely unbiased view, and I am not at all sure that it would be a good thing if he could. To take an example of what I mean. How many of us read with pure delight the history books of Mr. Fletcher? They are extraordinarily interesting, but they are not unbiased by any means. Then we read somebody else's in order to make up the balance on the other side.

There is one remark that I wish to make in closing. Stress has been laid this afternoon on the importance of the pupils in our schools realizing what the Empire is, and what it means

to all of us. Ought not this side also to be emphasized, that it is our business, having learned what the Empire is, having learned how it is built up, to accept responsibility to some extent for making it what it might be? I think that we ought to realize that side of the work.

I have only one other point. Two words have been used this afternoon almost in the same connection, the word "Empire" and the word "Commonwealth." I think that many of the objections of those who think that the military side of history teaching is too much stressed would be removed if we could bring ourselves to speak rather of the British Commonwealth of Nations than of the British Empire. It is, or we hope it is, the same thing, but after all the word Empire does connote to a certain extent military associations rather than an association of free peoples, and so I think that if the Commonwealth side were more emphasized it would be a far better thing.

MR. BENJAMIN SKINNER, *President of the Educational Institute of Scotland*

I WOULD just like, speaking for Scotland, to refer to one or two points, and first of all to the extraordinary value of the papers we have had this afternoon, and to what Her Grace has said about the reading of stories of adventure. I do not agree with what was said by one teacher this afternoon, that the teaching of history should be confined to pupils after they reach the age of 13 or 14. I think the spark can be kindled long before that time, and it can be done by having books of adventure. Then my three points are these: we want to get more books into the school libraries; we want better libraries of classical and up-to-date books. Secondly, we want better educated teachers than those of us who were educated in the years when the historical and geographical teaching did not get so much attention; and in the third place we want lectures, and lectures not from people who come to waste their time, but people who actually know—who have had experience.

Now, with regard to the League of Nations and the Empire. I am a League of Nations man simply because I believe in

evolution and not in revolution, and I am perfectly sure that the two ideas are not opposed. In the work of our forebears they held out their ideals, and they remembered that we learn by the successes and also by the failures of those who went before. It is our duty to do the same. The British Empire is an entity of which we can all be proud, of which we should not be ashamed to speak, and it is the duty of us teachers to give it the place it ought to have in our schools, believing that in that way we shall contribute the best service to the Empire and the world at large.

REV. O. YOUNGHUSBAND, *Fellow of the Colonial Institute*

I VENTURE to make one suggestion, which is that Imperial studies should include a study of the English people out in India, because English people in India do form a part of the British Empire. I think that has rather been lost sight of. When I first came home from India, two public men who had been Governors of the Province of India, told me that they were alarmed at the widespread ignorance of the people of England about who the English people in India really are, so I made an offer that I would be ready to speak about the English in India, free of charge and pay my own travelling expenses. I made that offer in the first place to a large society of young men in one of our universities, and those young men said they were very sorry to disappoint me but they were afraid that the English people in India would be of no interest to their members. Then I asked a large body of educational men whether they would like to hear about the English people in India, and they gave me to understand that their members were like the undergraduates. Then I saw a Bishop, and asked him if he would care for me to speak in his diocese about the English people in India, and he said he could not imagine why I wanted to speak about such a subject. So I asked him whether he realized—and I do not think many people in England do realize—that British artisans out in India are doing their duty to England. That Bishop said to me that he had no idea that there were any English artisans in India. He read the newspapers, and never

remembered seeing anything in them about there being any English artisans in India. So I went to the editors of newspapers and said, "Why don't you write articles about English artisans in India?" They said, "There is no demand for articles on that subject. There is certainly a number of people in England who take an interest in English officials in India, so we do sometimes give information about them, but we never heard about anybody being interested in the English artisans in India." I do not know if you realize that there are far more artisans in India than officials. I have been speaking on the subject in half the public schools in England, and I think the boys have been interested. I told them that English artisans have a rooted objection to going out on strike, and they wanted to know why it is, and I explained that it is because they care for England. When I have approached secondary schools and day schools they have sometimes told me they find a difficulty in arranging lectures out of school hours, and it is just that point on which I should like to say a word. Whether it is within school hours or out of school hours, I do venture to hope that in all secondary schools accurate knowledge about English people in India will be given, and the fact realized that there are far more English artisans in India than there are English officials in India. The future of India largely depends on the capacity of English people out there in India to understand one another, and I think one of the most important things here in England is to understand the English people in India; not only to understand the English officials in the Imperial circles, but to understand the poorer classes of the English people and to understand that there is a considerable number of English people who are in danger of being stranded in India. I think boys in public schools have been interested in this subject. I do not know how far lectures in these subjects in day schools are possible, but I hope as far as possible, knowledge about the English people in India will be given.

V

The Place of Imperial Studies in Adult Education

DR. ALBERT MANSBRIDGE, *Chairman of the World Association for Adult Education*

IF "Imperial" or any other "studies" are to find fitting place in the scheme of adult education, they must enter it through the hearts and minds of those grown men and women who are eager to gather knowledge and to expand thought for themselves.

It is characteristic of Englishmen—and I doubt not of Scots, whether at home or in the British Dominions beyond the seas—that they develop a surprising hostility to the benevolent intentions of other people for them. They bitterly hate being "done good" to. On no account will they turn their minds to recommended studies. The surest way to kill the consideration of the British Empire by adult students is to initiate propaganda for the purpose.

"To kill it! Why, it hardly exists!" I fancy I hear a superficially informed listener remark. Yet it is alive and vigorous, within the range of studies which adults pursue, but it has no name.

The most serious work in recent years accomplished in the hours of leisure with non-vocational intent, has been in economics, a subject in which it is impossible to avoid the implications and problems of Empire.

During the last decade a host of people have turned to politics as a personal responsibility. They have, many of them, perforce changed their view of life from the narrow home, the cherished flowerpot, the trade union meeting, to England and to her far-flung Dominions. Even in the House of Commons, Labour Members have founded an Empire group.

It is not long since that the mere mention of the word "Empire" in a labour meeting, whether of students or politicians, meant courting trouble. That time is happily past, thanks

largely to the skilful and devoted work of various groups, aided by a broadening vision, and by the interchange of ideas between the students and teachers of such a body as the Workers' Educational Association. But still the word "Imperial" calls up associations which are repugnant to certain types of democrat to-day. It heralds the entry not of his fellow citizens beyond the seas—but aggressors swaggering about the world.

It is time, however, to set limits to this consideration of the subject, remembering always that the heart must be stirred before the brain will exert itself. That indeed is the secret of all successful adult education—for other than vocational purposes.

Naturally enough, since my experience in the British Dominions has been almost entirely in promoting education among working men and women, the term "adult" will stand largely for them in my mind, although I am democrat enough to believe in the equal though different value of all right-living people.

Since also, the task set me, or which I set myself, was to bring them into living union with the universities, I am bound to assume that such institutions are actually or potentially the focusing point of the studies of the people living in the areas they serve. My actual experience has been chiefly in Australia, and to a less degree in Canada.

Twenty years ago, the idea of a union for adult education between universities and Labour was scouted by the experts in England. In Australia and New Zealand it had not been even thought of or expressed. Now every university and university college in Australia and New Zealand, and many in other parts of the Dominions participate. During 1923, for example, there were 90 classes, in each of which the students pledged themselves to attend for three years, organized by the Workers' Educational Association, in connection with colleges of the University of New Zealand, containing 3,214 students. As for Australia, in New South Wales alone there were 55 university tutorial classes with 1,472 students who had fulfilled a required minimum of attendance.

Now an examination of the subjects studied in the tutorial classes of New South Wales during 1923, reveals an entire absence of the words "Empire," "Imperial," or even "Commonwealth." There is one class in Australian history.

Moreover, in a long list of lecture titles the term "Empire"

is only once used, "Rome—the Empire." Everything else is there, even "Mediaeval Life," given in Long Bay Gaol, and a Bishop on "Democracy" not "and Empire," but "Democracy and White Ants."

I suspect that an examination of the curricula of universities, whether at home or overseas, and especially at home, would yield not dissimilar results. Yet the Empire is so wonderful a creation, even as it is, that onlookers may well ask if it matters much whether it is studied or not. Such a question expresses doubt as to the value of study in human life, and there should be no such doubt. The real unifying creative forces rise unbidden, but the brain of man must have knowledge if these forces are to be applied perfectly in human institutions.

The reason for the existence of this conference, even for the construction of this vast Exhibition, lies in the belief that through wider, better organized, and more prolonged "Imperial Studies" men will arrive at a knowledge, understanding and sympathy, which will promote strength, unity and welfare, at a time when the world needs, more than ever, such a demonstration.

The Exhibition may perhaps stand for many things, but here at least is the conviction that education is the root of the whole matter, not the titivation and garnishing the mind, but a development of the whole being of man. Only in so far as men are educated, and educated in this sense, will tariffs, constitutions, armies and navies operate for the real welfare of the "World." After all this is the true mission of Empire—the right ordering of all the people.

Right education banishes suspicion and misunderstanding. While such evil things exist the Dominions will distrust any scheme of imperial federation, even such as they themselves might conceive, through dread of being outwitted by what appears to some among them to be a cunning, though changing, Downing Street, and an unscrupulous, gigantic British Capitalism.

On our part, being without knowledge, we are impatient of the national sentiment of, let us say, Australia. It does not harmonize with our standards or our insular, though all-conquering, experience. The ideal of a "White Australia" we dismiss with a contemptuous shrug, not having the ghost of an idea as to the why and wherefore of its arising.

In the first flush of an enthusiasm for democracy, or for that

part of it which is symbolized by "*one man, one vote*," there are not wanting those who would apply it here and now to the whole British Empire, India included, whilst, so stunted is their imagination, no power on earth could get into their heads that possibly there may be problems they never dream of where white and native meet in South Africa.

There is need in the Dominions for a widespread understanding of our attitude on Tariffs and Reparations—not necessarily of agreement, for different circumstances invariably create varying conclusions.

The time is rapidly coming when the numbers of those in our Dominions who have a vital affection for the Motherland born of experience will decline relatively. Family ties will vanish with time. Already 85 per cent of Australians are native born. Only the unity forged by understanding through education, will endure, when disunity becomes, as some day it may, reasonable politics.

From what has been said it is obvious that there is a widespread system of adult education both at home and in the Dominions. The characteristic of the more recent developments is its freedom. Adults study what they wish, and the "teacher" is simply a more responsible type of student. He brings his own experience and knowledge to be tested in the common pool. The class is the creation of all its members.

Now, if these systems exist, then "Imperial Studies" will be best served by an interchange of students and especially of those who are teachers by profession.

Australia, New Zealand, Canada, and South Africa are understood far better by those who have studied in tutorial class or summer school with fellow students coming from these countries, than by any number of conventional lectures.

Perhaps as the result of these associations specific lectures will ensue for purposes other than those associated with emigration.

The enthusiasm for adult education is much more strongly marked in the Dominions than at home.

Let us take a parallel. In England and Wales the University Tutorial Class Movement started in 1907. During 1922-23 there were 353 classes with 6,233 students. The population of England and Wales at the last census was 37,885,242.

It did not start in Australia until 1914. In 1923 there were

120 tutorial classes, with 3,500 students out of a population of 5,600,000.

Thus for every million of the English population there were 164.5 university tutorial class students, for every million of the Australian there were 625.

I am told that, in a new Australian settlement, the signs of communal civilization appear in the following order: a general store, a school, a church, a hotel, and then a school of art or institute. The only place I visited in New South Wales which did not possess a longstanding school of art, invited me to open one. In South Australia the ubiquity of the institute is a characteristic of the landscape. There are 220 country institutes serving a population, outside Adelaide, of about 250,000. In most of them may be found a hall, reading room, and library. They are subsidized by the State, and are in their way the local counterparts of the magnificent public libraries, museums and art galleries possessed by the capital cities.

Thus the machinery of adult study is in position. The bookshelves are there, the class-rooms are waiting, and many of them are full.

It will be perceived ere this, that I do not place undue emphasis on the direct study of "Empire" because I suggest that the great fact exists, and will affect many studies, if there is a reasonable interchange of information and students, and that the highest result is obtained from good and fundamental work of any sort.

A class in literature should not be asked to study the poetry of R. W. Service or Adam Lindsay Gordon because it is Canadian or Australian, but because it is poetry. So, if a great poet arises in South Africa or even in Mauritius, he will be read, and the power of his vision will pass into the whole people. Rudyard Kipling did much for Empire when he published the "Seven Seas," but only because it touched the heart—

Far and Far our homes are set round the Seven Seas,
Woe for us, if we forget, we that hold by these!
Unto each his Mother—beach, bloom and bird and land
Master of the Seven Seas, oh love and understand.

Nevertheless, direct practical suggestions will be asked of me—but anything of use can only arise out of self-sacrifice.

A great headmaster said to me years ago, "I tell my boys

who have no home ties, they can serve England best by getting out of her, and going to the Dominions."

Some of our best educationists ought to go out—not because they are better than those already there—but because they are different. One is going almost at once. It is a most significant event. The headmaster of one of the largest schools in England, in laying down his office, is going to devote a complete year to speaking in Canada for the Council of National Education. It is a noble example. It is men of the stamp of J. L. Paton who make the Empire great.

To the adult education movement of Australia no one has gone out except for the purpose of filling a definite post—and only a few at that. They have done work of incomparable value. Our lecturers flock to the United States. It is nearer and the pay is good. Australia gets one in a decade.

One of the most capable of adult educational organizers in England during recent years has, however, gone to New Zealand, and has recommenced his trade as a carpenter. Yet in his leisure hours he is giving a course of lectures on England.

And in reality how the Australian and New Zealander loves England. I remember how and with what delight, I used to tell the Australian soldiers what England really was, and I am sure that my delight was the reflection of theirs. Often I used to take "Poems of To-day," and pick out bits descriptive of English scenery. They loved Rupert Brooke's "Grantchester."

Then I think that something ought to be done to send out good lecturers for tours, perhaps by interchange between universities. The State could subsidize approved steamship passages. I know that England does not like lectures, perhaps because they have often been so poor.

Further, our universities might consider the introduction of the "Sabbatical year," on condition that any professor who applied for his year's leave of absence on half-pay—or full pay if it could be afforded—spent the greater part of his holiday abroad, right abroad, at least 3,000 miles away.

The provision of books is a matter of concern. It is a mistake to suppose that ordinary people will not read fine books. They will. It is a matter of common knowledge that the World Association for Adult Education set out to provide facilities

for seamen on ships. The results, so far as reading is concerned, have been astonishing. On a voyage to Australia, the Commonwealth liner, T.S.S. *Hobson's Bay*, with a crew of 232, and a library of 298 books, had 2,010 book issues in 75 reading days. These were divided amongst the various ratings as follows : Victualling 1,067, deck hands 772, engine room 171.

One A.B. read 33 books, and another 23 books. A steward had 36 books issued to him, and another 29 books, while one steward capped the list with 77 books.

What are the books which these men read ? Let me give you two lists. Here is an A.B. who read 14 books—

Dickens	<i>Martin Chuzzlewit</i>
"	<i>The Uncommercial Traveller</i>
Abraham	<i>The Surgeon's Log</i>
Bullen	<i>The Men of the Merchant Service</i>
Allingham	<i>A Manual of Meteorology</i>
Ball	<i>The Story of the Heavens</i>
Bullen	<i>Stories of Deep Sea Fish</i>
"	<i>Stories of Whales and Other Sea Creatures</i>
Darwin	<i>Voyage of H.M.S. Beagle</i>
Gibson	<i>Scientific Ideas of To-day</i>
Gore	<i>The Stellar Heavens</i>
Maunder	<i>Astronomy Without a Telescope</i>
Merrifield	<i>A Treatise in Nautical Astronomy</i>
Williamson	<i>Navigation and Nautical Astronomy</i>

While here is a steward who read 15 books—

Bryant	<i>The Story of Australia</i>
Lang	<i>Outposts of Empire</i>
Lubbock	<i>Round the Horn Before the Mast</i>
Scott	<i>A Short History of Australia</i>
Spencer and Gillen	<i>Across Australia, Vols. 1 and 2</i>
Stead	<i>Adventures on the High Seas</i>
Gregory	<i>The Making of the earth</i>
Austen	<i>"Q" Boat Adventures</i>
Giles	<i>China and the Chinese</i>
Hook	<i>Merchant Adventurers</i>
Matthews	<i>Bill, a Bushman</i>
Runciman	<i>Windjammers and Sca Tramps</i>
Tomlinson	<i>The Sea and the Jungle</i>
Fitchett	<i>Australia in the Making</i>

Obviously the ship affords a unique opportunity for the dissemination through books of "Imperial Studies."

In every university and university college, there should be a chair and department of Imperial Studies. The State should make provision. The number of University teachers in this

country who specialize in such studies could almost be counted on the fingers of one hand.

Now that the Empire has become real to some as a desirable organization for world prosperity and peace, to others as an existing institution which must be dealt with on large and understanding lines, perhaps by wise and successful devolution a direct demand may be expected for facilities to study its growth, nature and future.

The immediate difficulty will be an adequate supply of teachers. Those who work up their subject from books will prove at best inadequate. The successful teacher must have breathed the air, sensed the rhythm, stood four-square to the surge of ideas, and the clash of interests in the cities and open spaces of India, Canada, South Africa and Australasia.

The Indian Empire and the Dominions, and especially the English-speaking ones, have been too busy making history to write much about it, but there are wonderful books of exploration and travel, and many of the great contributions to science have been made by men who worked in the laboratories of the Empire. Still, in the realm of politics and life most of the books are of a superficial nature. The student must write. Already a serious note is being sounded in Australian book production as the result of the Tutorial Classes for Adults.

If education in England and her Dominions is to be as worthy of the future as of the past, then either individuals or communities, or both, must make sacrifices—but, above all, no one must ask for results other than those which are concurrent with right knowledge.

The purpose of education, and in particular of adult education, is to develop the gifts of a man into the fullness of his stature and the complete expression of his personality.

It has nothing to do with the Empire, but it has all to do with the life of man.

The British Dominions, wherever they may be, will profit in direct proportion to their right devotion to education, and, as they pursue knowledge, they will bring every aspect of "Imperial Studies" into all they do, so that, when they develop direct study of Empire, they will transform *it* with that splendid spirit which will command the admiration of all educated men and women.

MISS FANNY STREET, *Principal, Residential College for Working Women, Beckenham*

THE small experiment in the adult education of working women which has been conducted at Beckenham during the last four or five years provides evidence as to the needs and wishes of students of this type which should be of general interest and usefulness. Our students have been drawn from all parts of the British Isles, and from all kinds of wage-earning occupations, such as factory, shop, office, and domestic work. Their ages have ranged from 18 to 40, and their particular interests have been also widely varied. They have been united in a desire for further education for its own sake, or for its power of increasing their general usefulness to their fellows, and have neither sought nor been offered any prospect of improving their economic position by it. Further, as the whole enterprise was originally an experiment, so it has been and still is carried on in an experimental spirit. The curriculum was from the first built up from the expressed wishes of the students as to the subjects of study and has been regularly modified according to the suggestions of each set of students given to the staff just before leaving. During the last year or two, suggested changes of this kind have been slight, so that we feel assured that for the present we have achieved a plan and range of study which satisfies the needs of those for whom we are working, at any rate so long as the period for which the students come to us is limited to a year.

The regular elements of our curriculum which include what may fairly be called imperial studies are as follows: Two short courses of twelve lecture-discussions each on politics and institutions, and on political and economic geography; two longer courses of twenty-four to twenty-five lecture-discussions on social and economic history and on European history, chiefly in the nineteenth century. None of these courses deal exclusively with the Empire, nor has any such course ever been asked for. Special consideration of any subject of current interest is often possible in an occasional lecture by some visitor, or in our newspaper discussions. I may add that while students have a perfectly free hand to make their own choice among the subjects of the curriculum, of which those I have mentioned cover about one-fifth, almost every student elects to take these; all without

exception have chosen to take politics and geography, and most have taken also the two history courses, though some of the weaker students have regretfully had to choose between them.

I have given in some detail our actual experience in this experiment, because it affords evidence of what is, I think, a fairly general truth about the kind of further education for which adult working-class students are eager. Working women are keenly desirous of becoming better informed in the matter of history, geography and politics, but they rarely approach any of these studies from the imperial point of view. We devote ourselves to understanding the machinery of government of our own country, both local and central, and try also to gain some understanding of the methods of other countries, including the Dominion governments, also the United States and the great powers of Europe and the East. In this subject we do devote time specially to the Empire as such, and in social and industrial history also the development of the Empire finds a place. Economic and political geography approaches the subject from another point of view but gives it only its proportionate place in a consideration of the whole world. Our course on European history is designed mainly to give some background for the understanding of present-day world politics by giving an outline account of the recent development of the principal great powers of Europe. Towards the end of that course it is inevitable that we should consider the partition of Africa, and the relations of Europe with the Far East, but here again it is the world view rather than the imperial view that we try to get. What our students want, and here I feel sure that they are true to type, is to understand the present-day world, from which at every moment influences and tendencies come to bear upon their home and working life. They desire to understand nations other than their own, and because this is more difficult and more urgent than understanding their own people overseas, they usually think the world outline is the thing to begin with, including the Empire, but not specializing upon it. They can go into more details with special branches later, when they have gone back to work again, for they realize quite clearly that they come to college to learn method rather than matter, and that adult education is the task and the joy of a lifetime.

It is by now a commonplace of adult education that study must start from the existing interests of the students and be chosen and directed by their free choice. It is specially important that this principle should be faithfully maintained in any attempt to increase the amount of attention given to what are called "Imperial Studies," and that these should always be set against their world background and approached from the standpoint of humanity at large. This broad outlook upon the world, which is generally characteristic of adult students who want to extend their education, is perfectly sound educationally. The Empire has no natural geographical or physical unity; its political unity is of the most elastic and diversified kind. Its growth has a historical continuity, but this cannot be detached from the history of the world if it is to be thoroughly and truly studied. From one point of view it demands of us special study, that is, from the point of view of our responsibility for its present and future; but we should ill discharge such a task by studying it in isolation from the rest of the world of which it is such an influential part. To the working woman, keenly conscious of her duty to do everything which she can to maintain and secure the peace of the world, the Empire appears first of all as a responsibility and the best work will be done by starting from this standpoint and treating the study of the Empire comparatively, so that a conception of the part it has played and may play in the world can gradually be built up.

I think that the kind of interest which first appeals to the working woman is not always realized, or it would be better provided for. She wants to know about things, in the first place, suggested by her household or working life, where the things she buys or sells or makes up come from, and what are the conditions under which they are produced. She desires pictures and films and stories which will fill her mind with mental pictures of all these processes, and it is by no means easy, as probably day school teachers have already said, to get good and accurate illustrative material for this purpose. The cessation of the monthly *Outward Bound* is much to be regretted from this point of view. I do not know how things stand now, but some years ago the best central source for material for geography lessons on the Empire was the publishing department of the United Council for Missionary Education, made use of by teachers in

Council schools quite considerably. It takes a great deal of time to seek this kind of thing in a number of offices. We want very much a regular, illustrated periodical, and a central bureau for educational inquiries; we want loose pictures or post cards, and lantern slides and films. We should like a permanent Wembley.

Another line of interest which appeals to the working woman is that of the life, customs, and religion of the various different peoples included within the Empire. The study of comparative religion and the problems raised by Christian missions are causing a good deal of interest and discussion. The position of women and the treatment of children are subjects which arouse attention and provoke questions among women hitherto little given to study. Any offer of an occasional lecture on a topic of this kind is eagerly seized upon, and is especially successful when the lecturer can link up the subject with the present experience of the audience.

Along these two lines usually the Crown Colonies and Dependencies provide more subjects of picturesque and striking interest than the Dominions. Too often the pictures which find their place in the ordinary periodical here show some big city not strikingly different in its architecture and background from what we may see in the West, and it is very hard to get large illustrations of the characteristic scenery of the Dominions, as I have realized in making collections of such pictures or post cards over a long period of years. Similarly, it is difficult to get illustrative literature which gives one any sort of picture of life among our own people overseas. Recently I have read one or two novels which give one a vivid picture of Australian life, but the Empire as a whole is very unevenly covered by such books. It is doubtless unreasonable to expect yet any considerable family developments of our great heritage of English literature in the younger nations, who are still struggling with the physical handicaps of pioneer life, but I doubt whether we hear enough of what there is being achieved and this means neglect of one avenue of interest along which many women would travel.

There is, however, one very keen interest of women which leads them to turn rather to the Dominions than to the rest of the Empire, and that is in their newly-won political powers. The working woman is by no means disillusioned with politics

or with democracy, nor is she very ardent about any particular abstract theory ; but there are many reforms which she considers long overdue and many experiments which she thinks should be studied and tried. She is, however, almost entirely ignorant of the actual working of the machinery of government and determined to secure knowledge of the facts and understanding of the working of cabinet government and the party system, especially as it is to-day working in different parts of the Empire. She will do a great deal of what is generally considered hard, dry study to this end, and thoroughly enjoy it ; very often she asks indignantly why people have always kept her away from it by telling her it was dry. In the course of such study of the European state system, one thing which always makes a profound impression is the tremendous extent and value of the contribution of British political genius to the world order. There is no need to insist upon it ; it stands out from the facts alone and makes thereby a far more profound transformation in the students' attitude to the Empire than any attempt to urge the importance of imperial studies. The most candid study of the actual history and government of the Empire which can be made, beginning, as they desire, from the world point of view, and setting the British contribution faithfully up against the international background, is the best way to make working women realize its interest and its value, and to secure for imperial studies their right place in the adult education of women.

Chairman : RIGHT HON. H. A. L. FISHER

WE have listened to two very interesting papers from acknowledged authorities on education, and though education is one of the oldest subjects in the world, nevertheless during the present generation and within living memory, many changes have come over the educational landscape all over the British Empire. With two changes my friend on the right, Dr. Mansbridge, is intimately connected. He, I think, may be regarded as the parent of the Workers' Educational Association, which has done so much to spread the idea of the adult education of workers throughout the Empire and to establish a living contact between

the mind of the industrial democracy and the forward movement of thought in our great centres of the globe. That is a great educational achievement, comparable in value to another which has to be attributed to a living contemporary—I mean the Boy Scout movement, inaugurated by General Baden-Powell. Then that very great expert, Dr. Mansbridge, has discovered a perfectly new field so far as I know, of educational missionary work. It is extraordinary how very long simple and familiar ideas escape benevolent minds. Until Dr. Mansbridge arrived, I do not believe it had occurred to any other member of the greatest seafaring community in the whole course of human history to discover the fact that seamen had time to read books, and that if you provided them with books they would be glad to read them. That is, I think, one of the most astonishing things in the whole astonishing course of British history. Now there is another idea, very familiar when it is once stated, but only recently emerging into the sunlight of consciousness, and that is that great employers of labour have educational responsibilities towards their employees. I do not for a moment deny that we have had employers here and there in the past who have realized their educational responsibilities towards their employees, but it has never been a generally diffused idea, and now, I think, the idea is diffused there will be an ever-increasing number of great employers of labour, not only here but in the Dominions, who are conscious that they have those responsibilities, and are anxious to be correctly guided in the exercise of them. If I am addressing, as I believe I am, certain members of the teaching profession who come from the Dominions, I should like them to see during their visit in England one of our well-organized works schools, one of those schools, that is to say, which have been established in a great industrial works by a benevolent and enlightened employer for the part-time education of the young people under his charge. A visit, for instance, to the continuation schools at Messrs. Cadbury, Bourneville, near Birmingham, will amply repay the educational enthusiast. Then again, I think that it was not until the Great War that we began to realize that when a great army was mobilized it was a wonderful opportunity for the development and expansion of education. Here were young men under discipline with a good deal of time on their hands, with minds largely unoccupied and anxious to

be diverted from the terrible and distressing experiences which modern war brings in its train, and during the course of the war one of the greatest educational experiments ever known in history was tried by this country. We had at one time three million men under education in the army. I know of no comparable educational experiment in the whole course of educational history, and though it may be said by the critic that the education was superficial, as undoubtedly it was, nevertheless it was better than nothing. It quickened the intelligence, and it prevented that kind of intellectual degeneracy which stern military discipline, unqualified by any other influence, almost inevitably brings in its train.

Then I come to another idea, which is also I hope going round the Empire. It has been one of the paradoxes of civilization, and it is certainly the greatest unsolved problem in education, that all the countries of the world are spending millions upon the elementary education of quite small children who sometimes at the age of 12 or 13, at most at the age of 14, pass out of school influences altogether, to go into industrial life, and to unlearn as rapidly as possible the lessons they have learnt at school. What an irrational arrangement! How would any visitor from a civilized planet—if there indeed be another civilized planet—coming to earth to inspect our educational arrangements, regard any such contrivance as other than wasteful, improvident and absurd? And I am glad to think that in this country at any rate we have begun to study the problem of adolescent education, and that we have on the statute book a provision under which every young person in this country shall be either under full-time education or under part-time education up to the age of sixteen. It is perfectly true that we have not been able to finance our idea and to realize our dreams so far, because as you are all aware we have been going through very difficult times; yet nevertheless, here is the idea unmistakably, and I trust that it will be taken up throughout the Empire, and implemented within the next ten years, for I have very little doubt that if that step be taken the British race will at once put itself upon a higher level of culture and civilization than any other race in the world.

In the course of her very interesting address, Miss Fanny Street alluded to what is indeed a difficulty commonly felt by

teachers, that is the lack of adequate pictorial and illustrative material. May I remind this audience of ladies and gentlemen interested in education that there is a body in this country known as the Trustees of the British Museum, and that the trustees of the British Museum publish and issue illustrated post cards, illustrated catalogues, illustrated descriptions and volumes of all kinds for the purpose of making this unrivalled Imperial collection more generally known. These publications are beautiful, executed with extraordinary skill, and sold at very low rates, but they are very little known. I should like to see a much larger use made of the publications of the Trustees of the British Museum in all the schools and colleges of the Empire. I had in my hands the other day a guide to Mediaeval Antiquities, issued by the Trustees, price 2s. 6d., beautifully illustrated, and furnishing a scientific commentary on the development of mediaeval art in this country. I wonder how many school libraries possess it !

DISCUSSION

MR. F. W. GOLDSTONE, *Secretary of the National Union of Teachers*

I THINK I am expressing the thought of everyone in the audience when I say this has been one of the best sessions of the Conference, both from the point of view of the interest of the papers and from the point of view of the wise and comprehensive summary of the Chairman. I should like to have gone into some of the matters with which both Dr. Mansbridge and Mr. Fisher dealt. I was associated with Dr. Mansbridge in those old days, and I have always felt that in him we had the real missionary spirit. That spirit in him remains unquenched, and his is the type that should be sent as the missionary from this country to the colonies. It seems to me from what he has told us as the result of his visit to Australia that we shall be having missionaries back from Australia to stir up the old country. In the Chairman we have the author of an Act of Parliament which, if applied, would raise this country of ours to the pinnacle of nations in the matter

of education. It is deplorable that while there should be an expenditure of over 400 millions per annum in alcoholic drink, we should be talking about and endeavouring to practise economies in educational expenditure, when that expenditure is not one quarter of what is spent on alcoholic drinks in this country. I agree with Mr. Fisher that if we could apply Section 10 of his old Act, now incorporated in the Consolidation Act of 1921, we should uplift the youth of this country, and we should, in doing that, lay the foundation for a genuine adult education on a sound basis.

MAJOR J. R. KIRK, *of New Zealand*

I CANNOT claim to be a missionary of Australia, but I happen to be a citizen of New Zealand. I am very pleased to have this opportunity of following up the remarks of the last speaker in regard to the great work performed by your Chairman, and may I say this in some justification of our education in New Zealand, that not only by politicians, not only by clergymen and educationists was the name of the Right Hon. A. L. Fisher and his Education Bill known, but the Bill and the various phases of it, and its proposed effects, were discussed in many of our secondary schools in New Zealand before it was passed into law in this country. It is in that way that we endeavour to keep in touch with what is going on in the old land. Some little time ago representations were made to the Press Association that information should be sent out to let us know exactly what is going on, and now that we have that, our boys and girls take a very active interest in Empire politics.

May I conclude with one word as to the afternoon's papers. It has been remarked that it would be an excellent thing if you had something tangible from Australia, Canada or New Zealand. I cannot think that if you had a kangaroo on the blackboard, or a Maori from New Zealand, or an elephant from Ceylon, that is going to help you in Imperial studies. Let me say this: in New Zealand we claim to be loyal; we claim to study Imperially, but we do not ask for any example of your steel manufactures, or of anything else that is the product of England, but we do ask that you will let us have books on your great men,

the men who have built up this wonderful country and who have given it such a rich tradition. It is the tradition of this country that is leading us. It is not your great manufacturers ; it is not the men of to-day who are doing it, but the men who have built it up that we so much glory in. From the point of view of New Zealand I say, get away from the idea that you want something tangible ; get the idea of being idealists. Do not let idealism die from this land, for you will find in this rich country what we are living on in the Dominions, the great and noble works of service of the men who have gone ahead of us, and I say to you that if those examples are sufficiently put before the boys and girls, the men and women, of this kingdom, that should be enough to inspire them.

VI

The Place of Imperial Studies in the Education of the Citizen

*Chairman : RIGHT HON. C. P. TREVELYAN, President of the
Board of Education*

I FEEL that it is a great honour to be asked to preside here this afternoon. The main subject which we shall be discussing is adult education, and I shall presently call upon two or three of the writers of these papers to speak. I have come recently to the Board of Education, and I find, of course, that adult education is beginning to take its place with the rest of the education of the country, but it is a comparatively new department of education, at any rate from the national point of view. As yet it has had comparatively little public recognition or public assistance, but we are beginning more and more to realize that education does not end when the boy or girl leaves school. I do not want merely to suggest the platitude that the wisest ones among us are learners till our lives end, but I mean rather that children develop at a different pace, as I know from my own large family, one of whom cannot read at eight, and another who is just learning to read at three. Well, that applies all through education, and, as we well enough know, there are scores of thousands of our children who leave school now who are late developers and who practically have not begun to have any grip of education when they are compelled to go into the industrial world. And many of these young men and women when they have had a little time in the world begin to feel the want of what they have not yet had an opportunity of having, and you get in the mind of a young man some impulse, some catastrophe, some ambition which makes him see his ignorance, and crave after the wonders of knowledge. And then he looks round, and up to now he has found far too few opportunities of filling the gaps which very likely he would be ready to take plenty of trouble and even plenty of expense to remedy. Adult

education is in this way different from the education of the young. At school some things must be taught, many things may be required to be learnt, but the question that you are dealing with, adult education, is to a great extent : What will the adults care to learn ? And, therefore, a great deal more variety has to be provided if you are going to do any good with adult education. You have really to consult the learners first. It has to be an educational democracy, in the long run, if you are going to get it effective. And that is one of the difficulties of adult education, to find out what sort of education is going to pay, because if it is not the right sort of education they will stop coming at once, or very soon, and all your labour and expense will have been in vain. That is one of the difficulties, and another difficulty and another great deficiency which is only just beginning to be felt, is that in adult education the adult generally can teach himself or herself more than the child can, and that more can be done by books than in any other part of education.

That leads me in the last words that I want to say to the subject that we are going to have discussed, the question of the libraries of our country. We are very much behind in libraries, but we are just beginning to realize what a big problem it is, and to approach the question with hope. And in speaking of this we ought all to recognize the great work which the Carnegie Trust has done in connection with libraries. The Carnegie Trust go on what I believe to be the most excellent principle. Well, as you all know, I am a Socialist, and I believe in the great services being done by the State when you know what they are, but there is one thing, it will be a very long time before you will get any Government, Socialist or otherwise, to do effectively—that is, start a new idea. The community will fulfil effectively ideas which are proved to be excellent, but you have always, somehow or other, in whatever society you are living, to get the individuals who will start the ideas. Now the Carnegie Trust are working on the principle that they will use their resources for the things that are not yet done effectively, and they have been doing splendid work in starting or helping to start libraries all over the country. The last part of their enterprise, and the part which they are now working on, is the provision of libraries for our country districts, and my feeling is that we are reaching a point where we must see how far we have got in the matter of

libraries. There is a network beginning all over the country, but there are parts of our country where there are practically no libraries available for the common people still, and I feel that where the Carnegie Trust has shown the way and where certain enterprising local authorities have shown the way, we ought to be by now beginning to encourage the others to follow. We ought not to rest satisfied until we can get the best books into the remotest homes. Now this library problem is a great and a practical one, and I am delighted that two of the papers to-day are going to be on that subject.

Imperial Studies and Public Libraries

W. C. BERWICK SAYERS, *Chief Librarian, Croydon Public Libraries*

THERE is a possibility that in the intellectual life those influences which are unregarded, and by many unsuspected, may prove to be as effective as those which appear upon the surface. It seems to me that this is true in reference to education. It is one of the anomalies of the homeland that one can read treatises written by professed educationists dealing with the cultural development of the people during the nineteenth century which do not make any reference whatever to one of the dominant cultural influences—the public library. Organized popular education as we know it can be demonstrated to be the outcome of the demand which found its first satisfaction in mechanics' institutions, and it was these and their influence which produced the successive Education Acts; and the public library is the direct successor, but on a much wider civic scale, of these institutions. Moreover, the school and the college for the most part make contact with their pupils only during the earlier parts of life, although I appreciate the fact that their influence remains throughout life. On the other hand, the library accompanies the citizen through childhood and youth, and becomes afterwards his sole education centre, or, at any rate, his principal one. It is a matter for congratulation that in this conference, although at the very end of it, the subject of the book and its distribution and influence has been thought worthy of discussion.

In almost every town in England and in many towns in the Empire a public library is now established. Many of them have been in existence since 1850. During the year 1922, which is the last year for which I have the figures, 322 library systems in England possessed 14,000,000 books, and these were read or referred to by readers 68,602,991 times. Or, if I may be allowed to be egotistical and to quote my own town, Croydon : We have a population of less than 200,000, four libraries containing together 120,000 volumes, and last year we issued to the public 900,000 books. I stress these figures as I think they will prove that the influence of the public library is more subtle and potent and farther reaching than the average man dreams. The part that it may play in disseminating a knowledge of the Empire can be very great.

I would invite you to consider this instrument of public information from the point of view of what it does now, and then will ask you to consider how far its work may be amended or extended in the service of imperial studies. The orthodox small public library consists of lending library, reference library, newspaper room, and frequently also a lecture room. With extremely limited funds it endeavours to present a systematic selection of the best literature of all time, the most useful sources of current information, and the best periodical literature. There is a "newspaper" theory which was never really true, and is now absolutely untrue, that the public library exists for the dissemination of inferior fiction ; a fallacy which I will prove to you at once by saying that during the first eleven weeks of this year, 1924, the Croydon public libraries issued 206,742 volumes, and only 75,782 of these were fiction, and even that number included all classic fiction ; nor do the figures take into account the use made of periodicals and newspapers, or material which is exhibited on walls and in corridors. If a calculation is made for this it will be found that not more than ten per cent of the work of public libraries has reference to fiction. I lay emphasis upon this, because the work of public libraries has been greatly retarded by the persistent and untrue assertion that they appeal only to the frivolous or lighter moments of the people.

You will infer that if a public library does work of the character I have described, and if it represents systematically what is best in British books and other literary and graphic material,

it must necessarily represent to a large extent the best that has been written on the Empire. It will be found that the lending library shelves of the average public library offer to the public books beginning with such an excellent work as Seeley's *Expansion of England*, and running through every form of history such as those of Lucas and Egerton, Malleon, Hunter, Lyall, Colvin, Cromer, Claridge, Bradley, Parkman, Bourinot, Theal, Parkes, Turner and Parkin, to mention only a few, with travel and biography corresponding. I have spoken by implication disparagingly of fiction, but I will submit to this Conference that good novels are one of the connecting links of the Empire; stories with plots set in Canada, Australia, Africa, India, Egypt, and the "islands of the sea" are legion, and have millions of readers. To take Australia, for example: the works of Rolf Boldrewood, Ada Cambridge, Louis Becke, Carlton Dawe, Mary Gaunt, Hume Nisbet, Mrs. Campbell Praed, Douglas Sladen, and even Guy Boothby have increased and vivified English interest in the Commonwealth, as indeed in a lugubrious way has also Marcus Clarke's grim classic *For the Term of His Natural Life*.

This comment leads me to my first suggestion, and that is that there is at present a great need of a more direct access in England to the works of overseas authors generally. I received a few days ago the catalogue of Whitcombe and Tombs, publishers, of 9-10 St. Andrew's Hill, London, who I presume are quite well known to Australians and New Zealanders. The catalogue contained many works which were familiar to me, but it contained many others the quality of which I do not know and have no means of gauging before I suggest that the books be purchased for library use. If some form of critical or at any rate descriptive catalogue of publications in each Colony could be issued and circulated in England, it would be of the greatest value to librarians and others who wish to supply the public with representative literature on the Empire.

In every newspaper room in England some attempt is made to provide newspapers which represent imperial interests. This part of our work, however, is admittedly deficient, for the reason that newspapers are expensive, not merely because of the cost of their subscription, but because they take up considerable space in their display for readers. Yet here, I suppose, is one line for those who wish to develop imperial knowledge to

consider very carefully. Would not the best newspaper issued in each Colony, if displayed in every considerable town in England in a room which was accessible without cost to every member of the community, exercise an important consolidating influence? But what are the best imperial newspapers? Who is willing to choose them for us, and to vouch for them? We all possess lists of newspapers, but they are not selective, critical or descriptive. What is true of newspapers is also true, if in a minor degree, of periodicals published overseas. I think it would puzzle the average educated man in England to say what is the best weekly or monthly magazine published in Canada or any other country of the British Commonwealth. A few librarians in England possess this knowledge after having made severe private inquiry for it, but it is not generally accessible.

The reference department of a public library may be called roughly the information bureau, study and muniment room of a town. It is the place to which a reader should be able to turn with any inquiry, the answer to which may be given from books and periodicals, and from those books which are not books—I mean time-tables, prospectuses, year books, calendars, maps, codes, and similar works. Here we meet one of the ironies of English public life. The State spends thousands of pounds in public year books, consular reports, blue books, white papers, and other materials which deal with the Empire, and which are published presumably because the Government wishes the public to possess the information they contain. Are these distributed systematically to public libraries, even to the large public libraries? Some of them are, but all the best are obtainable even by these public institutions at a cost so prohibitive that they cannot be obtained in any representative way at all. Recently the Chancellor of the Exchequer has agreed to supply these documents to public libraries at half the published cost, but as the published cost is so exorbitant this concession has scarcely relieved the situation. We might, I think, learn something in this matter from America, where every town is able to obtain a complete set of the publications of the Government without any cost whatsoever. Our British attitude towards this original source of information not only defeats in a large measure the purpose of these reports; as a mere business policy it is singularly silly. You will see what I am aiming at here. We

want the public library to become a centre of the fullest information regarding all imperial matters, to contain all official publications relating to each country, including its year book, emigration material, agricultural, industrial and other social and political records. To some of us the Colonies send their year books, and we are grateful, but as yet there has been no systematic attempt on the part of the various Dominion and Colonial governments to provide us with the material which will enable us to serve them and the Empire satisfactorily. Moreover, some of these Governments which did supply us with literature, when in recent years they had to effect economies, began first with the cutting off of the supply of literary material to the one institution in towns which can make it accessible to the public.

Many libraries in the country possess, as I have said, a lecture or lecture-rooms. In these are given lectures which have as their main purpose the opening of books for those to whom they might otherwise remain closed. Such lectures are, therefore, miscellaneous in character, and range from travel to industry, and from philosophy to the fine arts. Travel lectures and lectures specifically upon countries within the Empire are, I suppose, as frequent as any in libraries. To quote our library at Croydon again, which is in this respect no different from other similar town libraries: We have had lectures in the past two winters on Burma, Ceylon, India, Bermuda, Canada, Egypt, and the trip round the Empire, which were usually given to crowded audiences, have led to wider reading of books on the places dealt with, and must, therefore, have been a useful influence in the direction desired by this conference.

One development of public library work which is making great strides at present is the library for children. In Manchester, for example, there are, I believe, six such libraries, each consisting of a beautifully decorated reading-room containing pictures, maps, and the very best books that have been written on all subjects that are suitable for children. In this room lectures are held and stories are told to large congregations of youngsters. Here, again, the part that the library may play for the Empire is very great. May I give figures again of such children's libraries? We have in Croydon three such libraries for children. They contain 12,000 books, and 12,024 children borrow from these libraries regularly, and 30,000 children attend the lectures and

story hours each winter. The potentiality of the instrument in the interests of imperial studies will surely be obvious.

Then, again, the public library has a more intimate contact than any other institution with all the lecturing and students' societies in a town. Given means and opportunity it collects the programmes of these societies, provides lists of books on the subjects discussed, and in many cases often lends the books at the meetings of the societies. The public library is thus growing to be a centre of adult education, or, at any rate, a powerhouse for it, in many towns. It must be remembered in this connection that the library seems to the general public to be a freer, more social and more intimate institution than a school or any other form of public building. It has its own character, and in spite of all criticisms and even of disparagement from superior people, who, I regret to say, often speak with the assurance of profound ignorance, it is the most popular intellectual institution that the country possesses.

A librarian should speak with modesty of his own profession, a method in which he will follow the excellent precedent set by his teacher friends. A library is bound to reflect in a very large degree the culture, enthusiasm and public spirit of its staff. The men and women who distribute books can do much to provide and to disseminate the books that I feel you would desire to be circulated in the interests of Greater Britain. There are trained librarians in England now. Many of them, however, of necessity, lack practical imperial *experience*. Added to that fact is the significant one that there are fine libraries in all parts of the Empire, of which, I suppose, the finest in administrative quality are those under Dr. G. H. Locke, of Toronto, but there are others almost equally good at Melbourne, Sydney, Adelaide, Auckland, Canterbury, Port Elizabeth, Johannesburg, and elsewhere. It would be greatly in the interests of the public service if librarians and assistants from England could be exchanged with assistants in these libraries, so that on either side a wider experience and sympathy could be obtained, and better and more intimate library knowledge and methods be applied. We had a Moseley Commission which sent British teachers to America to study the educational methods there. I would like to suggest to some other wealthy person that a library commission to the Empire would have results equally useful and far-reaching.

I have made one or two suggestions which I wish to consolidate in the few words I have still to say. The Board of Education did a useful piece of work in publishing for the use of teachers recently a list of books on the Empire which it recommended schools to study as a preliminary to the Exhibition at Wembley. The list was of the briefest character, and contained only such books as I think most public libraries would possess. It had a selective value, however, and one service that can be done for libraries throughout the country is for a Committee of the Royal Colonial Institute, or some other competent body, to produce a select catalogue of the best books published on and in every country of the Empire, and to recommend public library authorities to stock these books. Moreover, another such service could be done if there were some co-operative effort to select Dominion and Colonial newspapers for use in public libraries. Again, the Government, both at home and the individual Dominion and Colonial governments, should be persuaded to place the whole of their official publications freely at the disposal of at least the larger public libraries of England. Finally, it should be the business of all who are concerned with the question of imperial education to point out to those who are unwilling or unable to recognize the fact that their best source of information is, or ought to be, the town public library, so that they may demand there information of any type that they need, and if they do not get it, may exercise their influence in such manner that ultimately they may obtain it.

The Policy of the Carnegie United Kingdom Trustees

COL. J. M. MITCHELL, *Secretary, Carnegie United Kingdom Trust*

IN acceding to the courteous request of the Imperial Studies Committee that I should address this Conference on the subject of the educational projects initiated, or supported, by the Carnegie United Kingdom Trustees, I feel a difficulty in that it is not possible to forecast the kind of audience before whom it is to be delivered. As a rule a speaker has at least a general idea as to how far his audience is likely to be interested in, and familiar

with, the topics which he is asked to discuss ; he can, accordingly, not only select the aspects with which he will deal, but also determine the most suitable method of discussing them.

In the present case the difficulty is complicated by the fact that there may be present men and women from parts of the Empire in which for social and geographical reasons the lessons derived from the Carnegie Trustees' experiments are entirely inapplicable. The following observations are, therefore, submitted with diffidence, and from a standpoint as general as possible. I begin by summarizing briefly the chief conditions which the Trustees' policy must be designed to satisfy, and proceed to sketch that policy, more particularly as it governs the Trustees' contributions to education in rural areas.

The most significant change in our social outlook which has been brought about by the war is a definite and widespread reaction against that attitude of mind which counts everything in terms of cash and regards the worker with brain and hand as merely a cog in the gold-making machine. There are many men now engaged in industry who, having held commands in the army, have learned the great truth that command is only a specialized form of service, and that the essence of discipline is mutual respect and understanding—no mere mechanical obedience to command with fear as its single motive. This beneficent change is manifested in many ways, and it is worth while to mention two or three typical examples.

(a) The growth of the great share-holding companies has had the lamentable effect of separating, as by a great wall or a thick fog, those who provide the capital and those who provide the labour. The result is mutual ignorance and the consequent distrust which, more than any other cause, promotes the strikes which so seriously militate against the restoration of organized industry. The individual worker is literally unknown to those who hold the capital ; he is merely a name or a number, like the parts of a Ford car.

Against this unhappy and manifestly dangerous conception, a protest on sane, scientific lines is being made by such a body as the National Institute of Industrial Psychology, which the trustees are gladly assisting. This body, led by a first-rank psychologist, is aiming at two things : (1) the removal of unnecessary causes of fatigue in the handling of machinery ; (2) the

careful examination of the fitness of adolescents and adults for the work in which they propose to engage. Putting aside the manifest gain in production, one cannot but realize that this is a humane and intelligent conception. Workers with brain or hand are not mere machines; they differ in strength, in concentration power, in height, in vision, etc., and every effort should be made to see that the tool or the machine which each one uses is adapted as closely as possible to his particular powers. One is glad to realize that many of the great firms are studying this kind of problem, with or without the guidance of the National Institute. Aristotle wisely said, more than 2,000 years ago, that true pleasure consists in the unhampered exercise of one's best function. The square peg in a round hole, and the man or woman who is ceaselessly over-exerting eye or muscle, can be neither happy, nor healthy, nor productive.

(b) The second manifestation of the post-war change of heart is the widespread demand for better educational facilities for adolescents and adults. On the one hand the practical man is realizing that it is bad economy to spend large sums on educating children to the age of fourteen and then to make little or no provision for building on the foundations so laid. Unhappily Mr. Fisher's great Act of 1918 has been rendered to a large extent sterile by the somewhat ill-balanced operations of the "axe." None the less, progress is being made by voluntary bodies, and the public conscience is awake.

(c) The third manifestation of the new spirit is the humanization and broadening of the public attitude to international and imperial questions. Never in the history of the British race has so large a proportion of the home population been brought into direct personal contact with men of other nations and with their fellow-citizens from overseas as was the case in the Great War. Even those of us who served only on the Western Front came into the closest contact not only with representatives of almost every nation of the world, but served in intimate contact with the men of Australia, Canada, New Zealand, South Africa, India, and other parts of the Empire—men whom, but for the war, we should have known only by report and through the medium of books and newspapers. It would be wrong to disguise the fact that the association was not always free from friction. The freer spirit which belongs to the men of the great open

spaces, where eye and muscle and daring are more important than law and convention, not infrequently chafed at the more deliberate thoughts and actions of the home-grown soldier. Yet it is fair to say that the attitude of both was one of mutual respect, each recognizing the good qualities of the other.

These three—among many other—specific changes of heart, are due in large measure to the war. All three point to the vital, the urgent, need for knowledge, for education in the widest, most humanistic, sense of the term, which includes not only the academic curricula of colleges and schools and the set vocational programmes of organized classes, but also and more particularly the broader culture which develops men and women into good citizens, with an intelligent conception of their duties, local, national, imperial and international.

The field is a wide one, and it is my purpose to limit myself in the sequel almost entirely to the problem of the dissemination of knowledge in rural areas. The Carnegie United Kingdom Trustees, whom it is my privilege to serve, have directed their attention very largely to this problem, and have been fortunate enough to set on foot certain experiments which already appear to have approved themselves to competent judges. These experiments are all based upon a principle which is simple and obvious, but which became explicit and defined only when the Trustees took up the question of extending to the smaller centres of population the advantages of the free library.

The plain fact is that the village is too small to be an independent unit for educational and particularly for library purposes. It is financially impossible for a village to run a theatre, a public library, a swimming bath, a concert hall, etc. A good deal of the legislation of the nineteenth century gave to parish councils the same powers which were granted to boroughs, on the quite unsound assumption that the cost of a given service would be proportionate to population. It is, however, obvious that costs do not decrease *pro rata* as population diminishes. A town of 100,000 inhabitants can provide itself with a useful public library at an annual cost of £4,000, and this sum may be produced by the levying of a 2d. rate. But it does not follow that a village of 500 inhabitants can provide an equally efficient service at an annual cost of £20. The town of 100,000 can

provide a good staff, a large variety of books with regular additions, and a building suitable for students, juvenile and adult. The most the village could provide on £20 would be a caretaker-librarian of very small education and no training, a very limited stock of books with infinitesimal yearly additions and small variety, accessible at the most for a few hours a week.

In other words, the smaller the population, the higher the cost per head of practically any public service, and this is the inevitable handicap under which the village, as such, must always labour. Just as the travelling showman stays only one night in a small village—since there isn't enough population to make a second show profitable—so it is commercially impossible to treat the village as a unit for the more essential public services.

What is the solution? Clearly some form of co-ordination by which a number of villages can jointly provide themselves with those services which none can own independently. There are those who, rightly laying stress upon the principle of local initiative and ownership, urge that the proper course is to stimulate the village to act for itself—e.g. to set up a village club and provide its own library. This attitude is so far sound in that many villages can be taught to do more for themselves than they are doing: it is in the nature of the case that villages do not produce a high proportion of men with fresh ideals and the personality to give them effect. But it is economically wrong to urge villages to supply themselves with services that are beyond their means, and it is, I think, tactically wrong to insist on the principle of independent action until there is a central organization to give it support. This is where in my view the Village Clubs Association has made an error in judgment.

The Carnegie Trustees were satisfied ten years ago that the true unit for rural library purposes is the county—not the individual village or any artificial grouping of adjacent villages. Their experiments were so successful that, within five years, the county became by legislation the library unit for all places (except county boroughs) which have not established a free library service of their own. Similar legislation is in prospect in both parts of Ireland, where seven experimental schemes are already in operation. Altogether more than sixty schemes have been approved, and others are in prospect.

In brief, the machinery is the circulation of collections of

books from a county centre, the village centre being the school or a club or institute, or both. The collections remain in the village for three, four or six months, and are then replaced by fresh collections. Thus each village has the use of (say) 100–200 fresh books every year, and the county librarian, if he or she is really keen and competent, sees to it, by keeping continually in touch, that so far as possible each village gets the books which its readers really want. The village librarian is usually the schoolmaster, who gives his (her) services free, being remunerated to some extent by having access to the books themselves. In every county teachers have done splendid service and deserve the sincere gratitude of all who care for education in rural areas.

There are some librarians who criticize the scheme because—as they rightly say—it is far less thorough than the municipal service in that it lacks the advantage of a permanent local stock with reference books, periodicals, etc. Such critics are occasionally discourteous enough to imply that the Trustees are only well-meaning amateurs, and would not have set up such schemes if they had known better what library provision should be. In this they betray ignorance of the basic fact which I have placed at the head of the argument—namely, the hard, economic fact that a village cannot afford certain services which are within the means of larger communities. The plain truth is that at least one-third of the municipal libraries of the country would derive solid advantages from association with the county circulating scheme. Besides, is a town of the size of St. Helens, or Gateshead, wrong to have a public library because it cannot have as complete a stock as that of the British Museum? A man need not eschew golf because the only course he can afford to play on is one of only nine holes.

What one naturally looks forward to is a working arrangement under which the rural supply of books may be co-ordinated with that of all the borough libraries in the same county. A number of interesting experiments are already being made, chiefly, however, in the interests of the small and impoverished small borough library. Later on will come similar experiments in which the rural library system will be the recipient of advantage by association with the big city and borough library. Already, however, there is in active operation a central lending library, the Central Library for Students, which in large measure

gets over the difficulty that the collections sent to villages must contain books of general interest and cannot cater for individual specialists. The county librarian, faced by a request from a student of economics, or literature, or some theoretical or practical science, transmits to the Central Library for Students the request for the books which are required, or for advice about books if the student is in the dark as to the best authorities to study. So far as the county areas are concerned, the only charge involved is that of postage, which may be paid either out of the county library fund, or by the borrower himself, or jointly. These books are lent in the first instance for a month, with option to renew, and must cost not less than 6s. This source of supply is as yet insufficiently known, and the Central Library is still without the permanent financial resources which would justify a wide scheme of publicity. At the same time, it clearly meets, in a way that no ordinary public library, whether urban or rural, can meet it, the demand for first-rate knowledge to which I made allusion in the opening paragraphs of this paper. It is quite possible even now under this scheme for a man who is studying imperial questions or questions relating to the industries or the political evolution of any one of the overseas Dominions, to obtain through the Trustees' arrangements every book which he requires. Ordinary literature on such subjects is normally provided by a county library. The more technical, which are also as a rule the more expensive, books may be obtained on loan from the Central Library for Students. There is therefore no real barrier nowadays to the spreading of authoritative knowledge about the British Empire throughout the home country, and no teacher even in a rural area, has any right to plead difficulty in obtaining the necessary books, except, of course, in those counties the education authorities of which have not yet adopted the Libraries Act.

It would be improper in this connection to refer only to work financed or assisted by the Carnegie Trustees. The Geographical Association, for instance, caters to a large extent for the needs of teachers all over the country who are its members. The Victoria League makes special provision of sets of books on imperial questions which may be borrowed by those who are teaching classes, whether of children or of adults. The League of Nations Union has a small but well-selected collection—soon,

I understand, to be supplemented—of books bearing on the various aspects of the League's work. Neither of these bodies is yet financially able to extend its operations, but the greater the interest shown by those whom they seek to assist, the greater their power to do so.

In conclusion, I would refer very briefly to the latest experiment of all—that of the Rural Community Council. It is manifest that in the present financial stringency the statutory body (the County Council) is powerless to extend its educational scope. In most counties, however, there exists vigorous voluntary bodies (e.g. women's institutes—probably the most alive of all rural agencies at the present day) which are attempting to provide adult education (in the widest sense of the term). These bodies in isolation are faced with the ever-present difficulties of financial stability, of arranging transport over scattered areas, of providing competent instructors, and so forth. The new policy of setting up community councils on the county basis, co-ordinating the work of these voluntary bodies, and in association with the statutory county council, is an attempt to solve these great problems. A pioneer scheme began in Oxfordshire nearly three years ago. There are now similar councils in Kent, Gloucestershire, the three counties of Nottinghamshire, Leicestershire and Derbyshire (joint scheme), and elsewhere. These councils endeavour to pool all local resources and to see that all the ground is covered without avoidable overlapping and expense of administration.

The space-limit, very properly imposed by the Imperial Studies Committee, prevents my saying more. Further information is contained in the Trustees' published papers, a number of which are available in this room, and I shall be happy to provide other copies on application.

The Place of Imperial Studies in Adult Education

BASIL A. YEAXLEE, *Secretary to the Educational Settlements
Association*

IN the middle of the nineteenth century, the subjects presented to the adult student were mainly utilitarian. Mastery of them

would enable him to get on in the world—and also to become a more profitable slave of the industrial machine. It turned out that he obstinately preferred the news-room and the casino. Then others tried their hand on him, again for his good, but perhaps more disinterestedly so. The classics and our own literature were to bring him a culture in which he might find refuge from the stress of daily toil. Once more he failed to respond—to any really encouraging extent. So in course of time it became clear that the adult student must choose his own subjects of study. But oddly enough we find two tendencies still manifest in his choice. They are not unlike the contrasted efforts of those who took his education so much to heart in early Victorian days. But the underlying motives are quite different. On the one hand there has been an inclination to be pragmatic, and on the other dilettante. The study of literature and art, for example, has often taken the latter turn, and that of economics and the social sciences the former. Organizations predominantly working class in character have preferred the sterner stuff, while the more middle-class movements have favoured the less severe. The study of history has generally come between, but usually this also has been rather sharply, and, of course, quite falsely, separated into departments—social and industrial history on the one hand and political on the other.

To-day we have come to understand that there can be no progress in adult education unless it begins with the students' living interests. It is these that really determine his choice of subject. But also we perceive a gradual, but steady, broadening of those interests. The range of studies actually pursued is far wider. This has happened in all contemporary movements. The W.E.A. began with a predominance of classes in economics and industrial history. Its last report shows that more than two-thirds of the classes during the winter of 1922-23 took other subjects—political science, philosophy, literature, appreciation of music, biology, and so forth. The University Extension lecture list has expanded during the last few years in the other direction. Adult schools, beginning with the study of the Bible, take now, as the *Lesson Handbook* shows, all human interests for their province, whether it be psychology, international affairs, education, or anything else that concerns men and women who desire to understand and apply the teaching of

Jesus. The Y.M.C.A. has a similar story to tell. A striking illustration of the same spirit is supplied by the women's institutes, which found homecraft and handicraft an excellent introduction to literature and local government. At educational settlements, where all types of adult educational societies co-operate in forming a cultural centre for the neighbourhood, you may run the whole gamut.

This is due in part to the logic of education itself, issuing in a truer understanding of, and love for, culture, a blending of science and humanism, art in all its forms and a growing sense of citizenship. It is also a direct result of the contact with a larger world that came to us during the war, and has grown still more varied since the peace. It springs from a desire for a more unified and humane social order, a deep-seated if not always obvious longing for co-operation, instead of conflict, throughout the world.

Despite this, however, anything closely related to imperial studies is, in fact, hardly ever to be found among the lists of lectures, classes and discussions. Books about the Empire are not much in demand at libraries used by adult students. Statistics would be tedious, but the statement just made rests upon a basis of definite records and not of mere general impressions. The question that immediately arises, obviously, is this: Is the Empire (or as many of us prefer to call it, the Commonwealth) not a subject in which adult students have any living interest? If it is not, what is wrong with the Commonwealth—or with the students?

Clearly, then, we have to consider the aim and scope of adult education, as well as the significance and claims of imperial studies, and to keep the two closely related in our thought.

Adult education owes its attractiveness and its potentialities to certain positive characteristic qualities. It would die speedily, and unlamented, if it became a matter either of bare instruction or of disguised propaganda. It is a fellowship of inquiry into facts and elucidation of principles. It lives by bringing to light enduring values in personality and society. The chief motives of adult students are neither the recreational nor the vocational, but the desire for fuller personal life and for increased power in social service—such, at least, was the deliberate judgment of the Ministry of Reconstruction's Committee on Adult Education,

pronounced in its final report.¹ The movement is a humanistic and idealistic one, albeit very practical in relating the results of its work to the life of every day. There is no human relationship, political or economic, industrial or social, racial or religious, with which it is not concerned.

Unfortunately, however, imperial studies do not suggest this kind of interest, whether practical or ideal, to the average man. Perhaps he would awaken more quickly to the values involved if the other word, Commonwealth, were more frequently used. He is certainly apt to be misled by what he reads in the Press, at such times as those when the Premiers of the Empire meet in conference. He begins to think that the main, if not the only, possible content of imperial studies has to do with commerce, with that political history which tells exclusively of conquests in other days and compromise to-day. It seems to him as though the one underlying thought in the whole business is that of an Anglo-Saxon supremacy in markets, and, with that in view, also in ships and armies and aeroplanes. On the other hand, the big questions that absorb him directly they are brought to his notice, the really human aspects of life in the Commonwealth, are rarely presented to him as imperial matters at all. Just as, during the war, thousands of men never connected the elemental Christian principles and virtues which they daily practised with the Christianity which, proclaimed in terms of negative commandment and too positive dogma, they unhesitatingly rejected, so now in the case of the Commonwealth. The real claim, to which adult students will respond whole-heartedly, is that of common cultural ideals² and complementary developments in the art of living. Imperial studies must mean studies in the best life and thought of the peoples comprised in the British Commonwealth of Nations, if they are to take their due place in adult education as we understand and practice it.

We must not be surprised if the approach to the thought of Commonwealth on the part of adult students is not directly from that of Britain and the expansion of Britain. It was a strange mistake to suppose that the notion of Empire preached with so much fervour at the end of the nineteenth century and the

¹ 1919. Cmd. 321.

² Common at least in their loyalties, if varied in their form and expression.

beginning of the twentieth had much, if anything, in common with the romantic spirit of adventure and discovery that marked Elizabethan days. Even about those days impressionist history has thrown a certain amount of false glamour. But there was something high and imperishable in them. The imperialism of a generation now passing may have had this finer note in it, but the brass instruments of our modern orchestra were too blatant. We are coming to regard such an interpretation of Empire as lacking in depth and truth. It does not lay hold of the best in us, intellectually, imaginatively, or spiritually. If we are coming back to a great thought of the Commonwealth, it is from the opposite direction. Not outward from Britain, but homeward from the whole world, is the path that we now find it most natural to take. The war was a world-war, not a conflict between the Empire and the rest of the world. It gave us an unprecedented opportunity of coming closer to each other within the Commonwealth, but that was because we were a family group merged in a larger company of allied peoples. And there was a sense in which that larger company, at least in its nobler moments, conceived itself to be set in defence, not only of its own liberties and spiritual treasures, but of those belonging to the very nations against which it was ranged. It was for the things that make all human life worth living, in all countries, that the mass of men believed themselves to be fighting against materialism and false imperialism.

The result to-day is that men and women of the type from whom the adult education movement most commonly recruits its students are moved supremely by world problems. This does not imply any forsaking of national loyalties. A few extremists apart, the growing sense of solidarity among work-people of different countries does not mean that a man is any the less intensely British or Indian, Australian or Canadian, German, French, or Russian. It simply indicates that his nationalism is of a different kind. It carries him deeper than the old variety did. He is more of a humanist. An illustration is afforded by the strength with which the humanistic work of the International Labour Office appeals to ordinary people as compared with the appeal of the diplomatic work of the League of Nations itself. There is no need to set one in opposition to the other. Each is needful to the success of the other. But we

cannot be blind to the difference of emphasis placed upon them by seven out of ten of the more thoughtful people whom we meet. The reason is that the questions raised so clearly affect the world standard of life and therefore the standard in each nation. They touch so closely the development and enrichment of personal and social conditions among peoples who are either unintelligently, and indeed unintentionally, cutting each other's throats, or really helping each other, consciously and continually, to get the best out of life. There are developments of a similar feeling among scientists and educationists—and, in short, among all sorts of folk who realize that their daily work binds them to others who are at the same task in every nation.

When, then, this desire for unity amidst difference as a principle of world-citizenship has taken possession of people, they want to know where to make a start upon the practice of so far-reaching a principle. This brings them at once to the thought of the peoples most akin to them in speech, blood, traditions, and purposes, or most closely connected with them by political ties. You have the thought of the Commonwealth as a practical experiment in the realm of ideals for which the universal League of Nations would stand—a thought that has already been given eloquent expression by some of the leading statesmen in the Dominions. The question asked about the Commonwealth from that point of view is not, "How shall we increase to an indefinite degree its wealth, or its power?" but, "How shall we make the utmost of its resources, first in the service of the whole world, and then for the mutual benefit of all the peoples within the Commonwealth itself?" And so you come back to Britain instead of starting from it; you come back to your own country, whichever that may be—whether New Zealand or South Africa, Iceland or India. What is the contribution of that country to be? Is it to be a contribution in quality of life and thought, manifest in mastery and use of material resources? What are the true values, economic, social, political, aesthetic, moral, religious, which it is either to create or to develop in co-operation with the other countries?

This evokes the inquiry: "What, fundamentally, is the Empire—in terms of men and women, communities, spheres of thought, feeling and purpose?" Consequently the imperial studies of primary interest and importance are immediately

seen to be those of the higher characteristics, achievements, and possibilities of the component nations, as well as of their co-operative quest of a satisfactory social order. And naturally these cannot be pursued if the Empire is considered in isolation from the rest of the world.

To say this is not to indulge in idealistic sentiment. It is, unless I am hopelessly in error, to analyse coldly and dispassionately the trend of the adult education movement, which is composed mainly of men and women who are forced by circumstances to a very persistent realism. Only as we lay a foundation of indisputable fact can we build imperial studies securely into their due place in our educational fabric.

We are brought back to history, to economic geography, to commercial resources and relationships, to matters of political independence and interdependence, to critical questions of race-contacts, not only between countries but within countries. But all these studies are lifted to a level of greater significance. They become more profoundly useful in the best sense, more definitely practical from the standpoint of real progress.

Imperial studies, properly interpreted, should teach us to look for much more in and from each other, as members of the Commonwealth, than we have been accustomed to do. We are only beginning in this country to expect and appreciate art, literature, music, science, philosophy, and so forth from, let us say, Australia or Canada. Wheat, meat, wool, fruit, timber, and the rest are the things that we have been taught to connect with the idea of those Dominions—though recently we have looked on with bated breath at the rash experiment, in creative politics, of Labour Governments. We think of Gallipoli or Vimy Ridge, but we have hardly begun to understand what the spirit shown forth there may mean for us all as it finds expression in the great constructive tasks which make peace far more than the mere absence of war.

To take another illustration, the comparative emptiness of the House of Commons on any night devoted to Indian affairs was for years a regrettable fact. A more vivid interest is manifest now, and is reflected in the Press. But when most of us think or talk about India we are still apt to be sentimental or doctrinaire, because we lack knowledge or understanding of her real problems. How many of us, for instance, when we are

discussing labour conditions in India, appreciate the daily difficulties encountered by sympathetic legislators or employers because of the illiteracy, the blind attachment to old traditions, or the deep-seated religious scruples characteristic of the mass of the employed? How many can speak intelligently of the real treasure of India in art, philosophy, and social organization? How many can enter appreciatively into her new aspirations towards freedom and self-expression, and yet see clearly the nature of the remaining obstacles to full self-government.¹ Or, if we turn to South Africa, how many of us have taken the trouble to learn enough about the triangular problem of Kenya to have any right to an opinion, or to follow with insight the various proposals made for the solution of that problem? Yet how are we to take a true view of Commonwealth relationships if we know little or nothing of the internal situation peculiar to the various Dominions?

We conclude, then, that imperial studies, rightly understood, are much richer in cultural value and human interest than they are generally assumed to be. From this standpoint they may and should make a potent appeal to adult students on the ground not only of general interest but of the responsibility attaching to citizenship in the Commonwealth. Adult education is therefore among the most natural channels for the development of mutual understanding between the peoples concerned, a real medium for the attainment of unity in diversity by the nations in the Commonwealth. As this is accomplished, the wider co-operative relationships between the Commonwealth and the world will be better understood and more firmly established.

It need hardly be said that any attempt to use adult education as a mere instrument of prudential, commercial, or imperialistic propaganda would prove as futile as it would be unworthy. But the way of obviating any such disastrous mistake is for such voluntary organizations as those mentioned earlier in this paper

¹ "In any partnership, be it commercial, political, or constitutional, each of the partners must bring something to the common stock. We brought to India our affection, our protection, the great heritage of our prestige, and above all our age-long knowledge of constitutional growth and practice. India brought to us many things in return—her art, her culture, her history, and the infinite loyalty of her myriad peoples."—Sir G. W. Lloyd, addressing the British Indian Union, on his return from service as Governor of Bombay. (*The Times*, 7th March, 1924.)

to perceive the value of imperial studies of the kind that I have indicated, and to bring this definitely to the attention of adult students. That would not be a departure from the characteristic spirit of the adult education movement. If what has been said above is true, the promotion of imperial studies on such lines would only be an extension of activities already natural to those organizations and in many instances already existing among them, though insufficiently developed.

No doubt a considerable number of detailed suggestions could be made as to ways of bringing about such an extension of genuine educational effort. The limits prescribed for this paper, the fact that it is to be followed by discussion, and the prerogatives of adult educational organizations themselves combine to make the enumeration of a principle clearly the main task of the writer. The immediate necessity is that we should all look more closely at our class and lecture lists, our library catalogues, the contents of the periodicals to which we subscribe or which we publish. Central committees of nationally organized bodies, and university adult education departments, might well encourage a greater number of likely students to qualify as lecturers and teachers in this sphere. Other countries in the Commonwealth, of course, have national advisory bodies like the Adult Education Committee of our Board of Education at Whitehall; obviously there should be mutual counsel and correspondence on this matter between such bodies. Certainly the adult education movements in each country should have some common representative, though not necessarily legislative, body, through which the whole movement in any one country can be related to those in the other countries, and for the fostering of that inter-relationship we have already an excellent agency in the World Association for Adult Education. If an interchange of lecturers and tutors for periods of six or eight months (covering the winter study season) could be effected, it would undoubtedly have invaluable results in promoting a better understanding of the varying points of view within the Commonwealth. Inter-visitation on the part of groups of students would be a great gain wherever it could be arranged. Systematic interchange of students between the colleges for adult education (such as Fircroft, the Women's College at Beckenham, Woodbrooke, Ruskin College, and the Central Labour College in this country,

and corresponding institutions in the other countries) would again be of great service to the common cause. The generosity of individuals, the administrative powers of educational trusts and State departments of education, could not be more wisely and usefully exerted than in providing travelling bursaries for tutors and other leaders in adult education, as well as for special students, which would enable them to become acquainted with countries in the Commonwealth other than their own. All these things are familiar in other stages of education, or in connection with industry, commerce, and the professions. They are no less important in adult education and it is high time that they were attempted.

Let it not be forgotten that men and women are constantly being subjected to a process of education (or of mal-education), though they never attend a class or listen to a lecture. Novels, plays, pictures, concerts, the cinema, the Press—all these are powerful influences for good or for evil in the education of the people. In too many cases they exhibit the worst side of life and thought among the people whom they claim to “interpret” to those of another country. There is infinite need that these distortions should be counteracted by something like truthful representations through each of the media just mentioned. That is a subject beyond the scope of this paper, and doubtless it will be dealt with adequately elsewhere, but to consider the possibilities of adult education without keeping these other forces in mind is merely to live in a fool’s paradise.

For the great worth of adult education lies in enabling us all to know our world for what it is, to see it as it should and may be, and to cultivate together that spirit which works in us for the translation of what should be into what is.

The Aim of Technical Education

H. D. SEARLES-WOOD, *Chairman of Advisory Committee, L.C.C.
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IN Germany, France, England, Scotland, Ireland, and elsewhere, the avowed aim of industrial training and technical education is not only to increase the working or productive efficiency of the pupil, but to develop all his powers, to prepare him for

citizenship, to improve the industries, and to render the conditions of living more satisfying. The interests of the pupils, parents, employers, the community and the State are all considered. There is a definite purpose of using the school as a means to raise the whole community to a higher level of intelligence, ability and goodwill.¹

I think that all those who know anything of technical education will agree that the above is a true statement of fact. It expresses an ideal which I believe the Empire is honestly striving to realize.

Technical education is of imperial interest, because it forms a common basis of intercommunication between the various nations that constitute the Empire.

The law of gravity acts in the same way at Brixton and Bombay, and the accumulated experience which forms the groundwork of all sciences is applicable to the same problems wherever they may arise.

TECHNICAL EDUCATION IN GREAT BRITAIN.

Technical education has made great strides during the last twenty-five years in Great Britain, and it is well understood by the industrial world and the educationists, but it is not so well known to the ordinary citizen, and it is very desirable that the opportunities for obtaining it should be as widely advertised as possible. The following are some of the institutions dealing with technology.

The Royal Institute of British Architects' Board of Education examines in architecture, and regulates the studies in architecture at the Architectural Association, the University of London, the Robert Gordon Technical College, Aberdeen, the Glasgow School of Architecture, the University of Liverpool, the Victoria University, Manchester, the Birmingham School of Architecture, Cambridge University, the Technical College, Cardiff, Edinburgh College of Art, the Heriot-Watt College, Leeds School of Art, the University of Sheffield, McGill University, Montreal, the University of Toronto, and the Bombay School of Art.

A large number of Colonial students attend these schools for the purpose of taking the Royal Institute of British Architects' Examinations, and the Institute has allied societies in Australia,

¹ Royal Commission on Industrial Training and Technical Education for the Dominion of Canada, 1913.

Burmah, Canada, British Columbia and Africa, where examinations are held under the Institute's regulations. India and Egypt send specially selected students to study at the Royal College of Art at South Kensington, and these students attend classes at the School of Building at Brixton.

With the exception of the Architectural Association, all these Schools of Architecture have been started during the last twenty-five years, and have largely taken the place of the apprenticeship which was formerly the recognized method of entering the profession. In many of the courses there is a provision for some work in practising architects' offices.

The schools have hardly yet had time to make an impression on current architecture, but, undoubtedly, the improvement in design that is to be observed is partly due to the work of the schools.

An international conference on the subject of teaching architecture is to be held in London this year.

The Royal Academy School of Architecture and the British School at Rome, as well as the Royal Institute of British Architects' and other travelling studentships, are other systems of training in architecture that have been in existence for more than twenty-five years, and have done notable work.

The Architectural Association was started in 1847 by some young architects for mutual study and instruction on the refusal of the Royal Institute of British Architects to undertake instruction in addition to the work of the examinations in architecture which they conducted. After many years of successful work on the system of honorary teaching (which system was largely copied in various parts of Great Britain and America) the School is now carried on by a paid staff as a regular School of Architecture, and is the leading institution of its kind. The old system was carried on entirely during the evenings; the men who were engaged in the offices during the day went up every evening to the Association to study and work, and I do not think any of us were the worse for it. There was a spirit of comradeship formed, and the senior men teaching the junior men learned as much as they imparted. The friendships formed under these circumstances have lasted a lifetime; it greatly helps in meeting one another in business transactions to have been a fellow student in earlier years.

Technical education and the modern technical institute with which we are familiar in this country is a natural development of modern scientific and technological instruction provided in the old mechanics' institutes founded in the first half of the nineteenth century. It is interesting to note that this year is the centenary of the Birkbeck Institute, founded in 1824 by Doctor Birkbeck, a pioneer in the work of the mechanics' institutes.

In 1917 the Right Honourable D. Lloyd George, then Prime Minister, appointed an adult education committee under the Ministry of Reconstruction, and the report of this committee was issued in 1919. In this report there are many valuable suggestions regarding the development of technical education. It is true that it is, to some extent, critical of the existing scheme, but I imagine that all branches of education have their defects. At the end of the section relating to technical education, the committee state—

The study of the underlying sciences now forms an essential feature of technical courses. And though the various branches of Natural Science have their particular application to particular industries, both the study of the pure sciences and their application to practical affairs are processes of great educational value. The study of pure science, which is the arena in which even technical problems and difficulties have ultimately to be overcome, is consequently one of the most "practical studies." A superficial classification of subjects into technical and non-technical, practical and academic, must destroy the vitality of technical education and leave it to become empirical and rule of thumb. It is clear that pure science must play an increasing part in technical education, and so far as it is included in the courses of study of vocational students, so far at least technical instruction contains some of the elements of a liberal education.

In Mr. J. C. Smail's valuable report to the London County Council, dated 1914, on Training and Employment of Boys in the Building Trades in London, he deals with apprenticeship, and gives the scheme in the building trades. He states that there are very few apprentices in the London district. The apprenticeship movement has made very little progress during the intervening years. There are very few apprentices at the present time in Great Britain in the class which is provided to comply with the Institute of Builders Indentures, which require an attendance at technical schools for instruction in theoretical work.

The Royal Sanitary Institute, founded in 1876, has materially assisted the cause of technical education both at home and

abroad. It established examinations in 1877 in England, and since 1900 has held similar examinations in the Dominions.

Courses of lectures are also held to enable students to advance their technical education in connection with the public health service.

The Certificate of the Institute is mentioned in the Acts and Regulations regarding the appointment of sanitary inspectors in many Colonial centres.

Technical education covers a very wide field. It is not merely intended to provide for instruction in trade processes, but rather to develop existing knowledge and give facilities for further study in scientific and technical principles which are necessary to those engaged in the professions and industries and in commercial life.

To enumerate a few of the branches of technical education, the following is a brief summary of the subjects included in the work of the City and Guilds of London Institute : Engineering, Motor-car Engineering, Mining, the Building Trades, Textiles, Road and Rail Carriage Building, Shipbuilding, the Leather Industry, etc.

Examinations are conducted in 80 different subjects ; these examinations, besides giving a qualification which is of great use in the case of a student applying for appointments, are of great help to students in directing their studies. The students who have passed these examinations pass out into business life with a totally different outlook from those who simply follow their trade or craft with a rule of thumb knowledge. The ability to analyse the problems met with and to solve them in a scientific way is of the greatest importance in producing good work.

It is impossible to over-estimate the importance of technical education in this country and the Colonies, if the Empire is to maintain its position in the affairs of the world. Before the war, the position of the Mother Country as compared with the United States of America and Germany was possibly not all that could be desired. The work done in technical education was undoubtedly as good, if not better, in this country than in any other country, and Britain led the way, but for financial reasons was unable to reap the full advantages of the discoveries and developments of its scientific and technical experts. It would appear that where this country was behind others was rather in the

magnitude and amount of its technical education rather than its quality. America still imports most of her skilled workmen; the native American does not care to give the time necessary to make an accurate and skilful craftsman.

TECHNICAL EDUCATION IN BRITISH DOMINIONS.

I cannot do better than precede this section by referring to the work of the Imperial Institute, not directly connected with technical education, but certainly supplementing it.

Important Technical Committees have been set up to investigate the material resources of the Empire, viz.—

Raw Materials Committee,
Mineral Resources Committee,
Rubber Research Committee,
Silk Production Committee,
Timbers Committee.

Certain of the Colonies have recognized the urgent need of developing industry, and have set up advisory boards, with technical and scientific committees, in order to bring industrial development into close contact with scientific and technical research. It is unnecessary for me to stress the importance of such a procedure; research work of all kinds is rapidly becoming, if, indeed, it has not already become, a recognized function of technical education. What I should, however, like to see are closer relations between the technical schools of Great Britain and the Empire. Generally, such a result might be produced in two ways:

(1) The establishment of a generous scheme of scholarships, founded on similar lines to the Rhodes Scholarships for university students, but I would not limit the scheme to students only. Under the scheme selected teachers from the technical schools in the home country should be granted financial aid and leave of absence in order that they might not only visit Colonial technical schools, but actually serve for a period as teachers in the Colonial technical schools, and similarly, Colonial teachers should be enabled to serve as lecturers and instructors in the more important of our technical institutions. It is generally recognized that a teacher who has had experience in two or three technical schools in this country has acquired more valuable information than one whose outlook has been restricted to one institution.

If this be true, how much more valuable would be the experience gained if such a scheme as I have suggested were put into operation. The mutual interchange of ideas, the acquisition of knowledge and information concerning industrial customs and industrial resources would ultimately prove of inestimable advantage, and I believe the development of education and industry would, in a few years, more than repay the cost of the scholarships awarded.

Similarly, post-graduate students should have similar opportunities on the completion of their technical education. Such travelling scholarships might be available either before or after they have entered industrial life. That there is much value in this suggestion is borne out by the experience of one who, having been trained in a London polytechnic, emigrated to America, where he achieved remarkable success. I can do no better than give his views expressed in a letter to the London County Council.

Mr. Alfred C. Bossom, now resident in New York, states—

“In 1904 I came to this country, and took up my practice along the lines of large commercial buildings, and I have had the good fortune of having some of the very largest here entrusted to me, and it is my intention within a few years now to return to England and give my time towards any efforts that will tend to the better understanding between the great English-speaking peoples. Of course, I am still an Englishman, but I do not wish to wait until I return before I attempt to carry out some of the ideas I have in mind. One of these is to give a scholarship, based upon the following plan.”

Without going into details of the scheme of his scholarship, I quote the following main principle—

“I propose to give a gold medallion and a travelling student-ship to the United States, thus enabling the student to come here and see if it is possible to learn anything from the very large industrial buildings and commercial undertakings that have been developed over here.”

It is true that these travelling scholarships are tenable in America, and for one profession only, but the underlying principle is the same.

Such scheme must be imperial, and should therefore be State controlled. The difficult part is to ensure no waste of time and the proper selection of both scholars and schools, on

this the scheme will succeed or fail; money alone is not sufficient.

As further evidence of the importance of interchange of ideas for teachers and students engaged in technical education, I should like to outline the scheme of Fellowships in Applied Science and Technology established by the London County Council. It is proposed to devote £20,000 to the provision of fellowships for advanced study or research in applied science and technology, preference being given to engineering science, and to those who have completed courses of study in London institutions or who have been identified with the London teaching service. It is further proposed that these fellowships shall be open to those who are engaged in engineering works as well as to those who have completed courses of study with distinction. There would thus be provided a coping stone to the Council's scheme of scholarships enabling persons of suitability to pass from elementary education to the highest branches of study.

There is no doubt that such fellowships, if held in the Dominions, the United States of America, or elsewhere abroad, would tend to strengthen the links between Britain and these countries, and would give to London an element hitherto mainly confined to the older universities. It is therefore proposed that the fellowships shall be tenable in the Dominions, in the United States of America, or other foreign countries.

In the first case the fellowships will be two in number, awarded annually, and shall have the value of £480 per annum each, and be known as "The Robert Blair Fellowships for Applied Science and Technology."

(2) A second suggestion I would like to place before technical educationists is connected with the Association of Technical Institutions in this country. This association, founded in 1895, has done a great and useful work in developing technical education in the home country under the presidency of some of the most distinguished educationists and industrial leaders. The present President is the Right Hon. Lord Emmott, P.C., G.C.M.G., G.B.E., and I suggest for his consideration the desirability of setting up a special committee to inquire into the possibility of bringing about closer co-operation between the technical schools of this country and those of the Colonies. As a first step, a liaison officer might be appointed from the staff

of one of the larger of the technical institutions in Great Britain and in each of the Colonies, in order to obtain as much information bearing on technical education as possible, so that the Committee I have mentioned might be able to report and make recommendations to the appropriate Government departments concerned. This is an activity properly belonging to the technical schools, and I am of opinion that it is best left in their hands at this stage. The office of Special Inquiries and Reports at the Board of Education might take this up in the first instance.

TECHNICAL EDUCATION IN THE DOMINIONS.

The report of the Dominion of Canada Royal Commission referred to in the earlier part of this paper, which, by the way, is an exceedingly valuable report, was presented in 1913, and, allowing for the four years of war waste and the necessary period for recovery, it is as live a report as though issued this year. I am not aware that any other similar Royal Commission has been set up, but, if not, such an exhaustive inquiry for each of the Colonies and the home country would bring together information, ideals and possibilities that might result in a final Imperial Report that would place technical education on a higher plane than it occupies at present. The report is contained in four volumes of approximately 500 pages each, and I can therefore only deal with certain of the more important features, but, to those who are interested, I commend to their notice its findings in detail.

The report recommends the formation of a Dominion Development Commission, with the following duties—

1. To co-operate with Provincial Development Commissions and Councils, Local Development Boards, and any other authority constituted by a Provincial Government for the development and improvement of industries, agriculture, housekeeping and occupations, by means of industrial training and technical education.
2. To provide experts, whose services for counsel would be available to provincial and local authorities.
3. To promote scientific industrial research, and the diffusion of knowledge resulting therefrom.
4. To provide and maintain, and to assist in providing and maintaining, central institutions to supplement the work carried on by the Provincial and Local Development Authorities, if and when such central institutions are approved by the Dominion Development Conference.

5. To make recommendations for the administration of the Dominion Development Fund.

6. To report to the Governor-General in Council, or to a department of the Dominion Government.

It further advocates a Dominion Development Fund of \$3,000,000 annually for the furtherance of technical education. This may not appear a generous or even an adequate sum for the purpose, but I suggest that, taking all considerations into account, it does prove that technical education is appreciated for its real value. The fact that it was deemed desirable to set up such a Commission in pre-war days indicates the necessity for a post-war Commission on wider imperial lines.

There is one more section to which I would refer, viz., that dealing with industrial training and technical education in relation to apprentices, foremen, and leaders, where it is pointed out that in Canada, as in other parts of the Dominions, apprenticeship is disappearing, and that new means and new opportunities are required to provide for apprentices and workmen the instruction and training necessary in their craft. In fact, the situation is summed up very aptly by stating that the workshop and school need each other and the school must supplement the shop.

To show the growth of technical education in the Colonies, I have extracted the following notes from the Colonial Year Books—

CANADA

In 1919 the Dominion Parliament passed an Act offering assistance to the provinces in promoting technical education, and a Director of Technical Education was appointed under the Ministry of Labour. The provincial government accepted the offer and a technical education officer has been appointed in all but two provinces. The benefits of the Act are extended to persons over 14 years who are not provided for by the ordinary schools; the agreement also excludes agricultural studies, the training of nurses and teachers for ordinary schools and all work of University Grade. The expenditure in 1920-21 on technical education by local boards was about \$2,064,563, by provincial government \$1,158,051, and by the federal government \$585,469.

AUSTRALIA

Although provision has been made in some of the States in respect to many necessary branches of technical education, the total provision made would imply that this branch of education has not been regarded as of great importance. The expenditure on technical education for the whole of Australia is comparatively insignificant.

Apprenticeship. In all States, Acts are in force for the regulation of the age at which children may be employed in gainful occupations. Legislative provision is also made for the regulation of Apprenticeship under

the various State Factories Acts or Arbitration Acts. These Acts, while laying down general principles, leave to the wages tribunals the actual determination of the condition under which apprentices may be employed. The expenditure on technical education in the Commonwealth in 1920 was—

Maintenance	£451,915
Buildings	£48,503

NEW ZEALAND

The Education Act provides for public instruction in such subjects of art, science and technology as are set forth in regulations. Classes recognized under the Act are eligible for grants in aid of necessary buildings, equipment and material, for salaries and incidental expenses, for subsidies of £1 for £1 on voluntary contributions. Free technical education is also provided for. The subjects dealt with include Mathematics and Science, Engineering, Wood and Lead Working, and other trade subjects, Agriculture, Dairy Work, etc., Art and Art Crafts, Domestic subjects, Commercial subjects, and subjects of general education.

The total expenditure by the State on Technical Education for the year ending 31st March, 1921, was £170,200.

UNION OF SOUTH AFRICA

(Note.—The Union Government deals only with higher education, the Provincial Governments being charged with all other.)

No financial statistics dealing solely with Technical Education are available. The following figures show the "normal expenditure" in each Province on State-aided Education other than Higher Education, in 1920—

Union	£5,940,037
Cape of Good Hope	£2,011,667
Natal	£566,319
Transvaal	£2,561,348
Orange Free State	£800,703

In a time of national emergency, such as that which occurred during the Great War, it was shown how the Empire could unite in one common cause, and if a similar combined effort could be made in the cause of technical education, I am certain that the resources of the Empire would be far better developed. At the same time I hope that the States forming the Empire will retain such of their local technics that give individuality to their products and that they will not sink their identity nor their methods, but east still be east and west west.

The Empire and the technical schools alike depend largely upon imports and exports for their prosperity. The Empire deals with raw material and the finished or manufactured goods. The technical school imports and exports brains. And the success of both rests entirely upon quality. The greater the output of finished brain power on the part of the technical school, the greater the trade of the Empire in material things.

DISCUSSION

MR. A. E. EVANS, *Association of Teachers in Technical Institutions*

THE term "Imperial Studies in Education," seems to me to need a certain amount of defining. As far as I understand Imperial studies from the definitions given on Monday, it comprises the history of the Empire, the geography of the Empire, and the equipment of schools with views of the Empire, rather than views of the other countries; possibly a certain amount of economics might be introduced; but we were reminded that there was one study which had no connection with the Empire whatever, and that was the higher mathematics. The aim of Imperial studies should be the aim of the national studies, and that is to fit the citizen in such a way that the country shall be developed industrially and commercially, so as to provide the maximum of leisure, and that leisure should be used in the best possible way. But I am not so much concerned with Imperial studies.

It seems to me the last paper, by Mr. Searles-Wood, certainly requires some definition of technical education. The title of the paper was, "The Aim of Technical Education." What is technical education? It is almost as hard to define as love, or human nature. Now, whatever it is, a certain number of people at the present time seem to think we should have more of it. For the first time, technical education received mention in the King's Speech. Of course, I admit it was rather in the nature of a death-bed repentance. It was in the King's Speech which preceded the fall of the late Government, but the Prime Minister has also said that what we want is more technical education. It is not the sort of education that is imagined to be existing, or should exist, by the Minister of Education of the Coalition Government. He thinks of technical education as being absolutely divorced from pure science. Technical education is a far wider thing than has been spoken of. It is that part of education which is concerned with the teaching of pure science, and its application to the industry and commerce of this country in its wider sense that involves a co-ordinated system ranging from the elementary schools up to the age when

commercial education ends. I am not advocating that the university is the right place for the higher technical studies. It is not. It is rather useless to expect, for instance, the teaching of the technician in the textiles machinery investigation of the best methods of producing textiles at some of the older universities. But technical colleges have to be sort of local colleges which are not necessarily incorporated in the universities.

Up to the present time, though people have been stressing that technical education is a thing we want more of, the junior technical schools of the country, for instance, are based upon a narrow industrial sort of bias. Mr. Fisher, when asked in the House of Commons some time ago, said the junior technical schools were based upon the idea that the children therein were going to be skilled artisans. Now that breaks off the junior technical school from the higher technical school; it breaks off the higher technical school from the research. We want a co-ordinated system. Possibly my view of technical education is just as narrow and just as erroneous as the views I have attempted to query.

The two bodies who are concerned with the teaching of technical education claim that they have a definite view-point; they claim that they have a contribution to make to the definition of technical education and they, therefore, have asked repeatedly that this thing we want more of should be defined, its relation to other forms of education should be defined, its relation to industry should be defined, because it seems to us before you start having committees of inquiry you have to define the relation between technical and other forms of education in this country. Then the rest will be easy. What I do want to press is this, that the Imperial studies and the relation to technical education need defining, and it is time we had some sort of committee of inquiry to investigate the relationship, and make its views known.

MR. J. WICKHAM MURRAY, *Secretary of the Association of Teachers in Technical Education*

I SOMETIMES think it is a great pity that we have had to have different sorts of education branded at all. There is in the

ultimate resort only one thing, and that is education itself. These other branches, however, do become necessary to schools because of some specialist tendency. It has been remarked during the Conference that a good deal of the Empire's work might be done much better if more geography or history were taught, or if greater stress were laid upon it. I would like to point out that does not go all the way, and in order to show you what the technical educationist thinks of the branch of his education, I would like to refer you to the modern methods of teachers now concerning geography. That is by no means an academic subject now, but almost a technical subject. It is based in these days on the conditions of climate, and so on, of a country. We do not tell a student a town is in a place, but why it is there. I would like also to stress the point that the Prime Minister had seen, that technical education is more necessary, but he saw it from this point of view, that what is wanted was a certain technical skill. But that is not enough. The technical education of the country must also show to a particular worker of the trade where that trade is going to fit in the destiny of the nation. I suggest that the Empire itself, as represented in this Exhibition, is really a great workshop, and that you have the results of technical education, although they may be under different names, present all the time.

The suggestion was made that an inquiry has been made so that we shall understand what this thing called technical education is, and we shall understand its relation to industry—I am afraid that too much stress is generally laid on the fact of industry—and more particularly how it is related to other forms of education. That is being done slowly and surely. Associations have been set up, composed of the employers of this country, who have put forward their views of technical education, which are by no means that of the vocation.

MISS ST. JOHN WILEMAN

I HAVE been intensely struck by the fact that the great basic industry, agriculture, has been completely left out of the programme, more particularly so as we find out from the exhibits

of this great Exhibition that the basic industry overseas is connected with agriculture, the produce of the land and production of natural resources. We also find, on perusing *The Times* of yesterday, that our own agricultural system in this country is at the lowest ebb, and almost reaching bankruptcy. I would submit, ladies and gentlemen, that though we are a great commercial and industrial nation, it is time to take stock of our national and imperial education, and find out if agriculture has not been neglected much to our cost, and if it would not be well to put in the forefront of Imperial studies, educational and technical, that great basic industry of agriculture.

MR. G. E. LEE

HITHERTO, right up to this afternoon, we have listened to a series of speeches which have assumed that the British Empire is a good thing, that the spreading of Imperial studies is necessarily a good thing, but no one so far has stopped to ask if, as a matter of fact, the British Empire is a good thing, or if it is a good thing that Imperial studies should be spread among our children. Now I am not saying the British Empire is bad, or that Imperial studies are bad, but I do think that in a Conference we should certainly have taken questions of that kind as open questions, and discussed them, and got right down to rock bottom.

I want to make one point especially in connection with the Conferences that we have had to-day on adult education. I have had some experience as a university lecturer, and also as a lecturer to working-class adult students, and I am able to say that my limited experience suggests to me that adults, especially working-class adults, are not particularly interested in the British Empire and, as far as I have been able to discover, the reason for their lack of interest is that the manner in which the British Empire has been presented to them in the past, both through the channels of the Press and through the channels of more serious books, has been a manner which makes the whole of the British Empire an artificial thing from their point of view. It does not teach them. It does not arouse their interest. They

remain unmoved when we speak about the glories of the British Empire; when we speak of the Empire on which the sun never sets, and phrases of that kind; and treatment of the British Empire based upon that line of thought leaves the average working-class student cold. He wants to know other things. He does not want to know the size. He does not want to know the fact that the British Empire has been built up by the courage and perseverance of the pioneers. He does not want to know the glory and the glamour of it. He wants to know the other side as well. He wants to know the conditions under which the inhabitants of the various portions of our Empire live. He wants to know what effect the industrial conditions of the Indian labourer in Bombay have upon the conditions of English labourers in similar industries here. I refer here to the cotton industry. He wants to know things of that kind, and if you attempt to deal with the British Empire from fundamental points of view like that you will at once find—and this is the point I rose to make—that there is no special place for Imperial studies, because at once the whole question broadens out into a world study. To study the fundamental economic relationships between the various parts of the British Empire involves the study of the fundamental economic relations between this country and other countries not within the British Empire, and there is no place for a special study of the British Empire.

It has been advocated here this afternoon, and other afternoons, that history teaching is a very proper channel for imparting a wider knowledge of the Empire. I think you will find that not only academical historians but also those engaged in the practical teaching of history are not content to have history utilized as a means of boosting the British Empire. If you utilize history for that purpose, history will cease to be history and will become propaganda. It has been advocated by several speakers that the young, especially, are appealed to by the story of adventurers, of early discoverers, and men like Drake and Hawkins, have been referred to. As a teacher of history, of course, I should refer to Drake and the others, but also I should give a true account of their exploits. It is because I think that unless we tell the whole truth we shall be perverting history, that there is to my mind no special place for it apart from the study of history generally.

MISS E. R. CONWAY

I HAVE been at all the sessions of this Conference, and I have never heard Drake or Hawkins mentioned—at least by name—and I think the last speaker does not understand children. In my opinion the stories of adventure do attract children. I also think that we undervalue the history of the British Empire. Whatever our faults may be in the rule of India—and we have made mistakes—the British rule has had a beneficent effect on India, and had we not been to India it would have been in a very much worse condition than it is to-day. I think, myself, that what we want to bring men and women who belong to Britain to realize is, that Britain has played, on the whole, a very high part in the history of the nations of the world, and we are not ashamed to say so. I find the working people are intensely attracted by the history of the British Empire, and they do want to know how things have been done, and how things have been won for the Empire. Since the institution of Empire Day in the schools, knowledge of the Empire has grown considerably, and our people who have friends overseas are keenly interested in everything that goes on, and if those you meet who come from overseas are keenly interested in what is going on at home, do not let us all be led away by the idea that there is something ignoble in a little flag-wagging.

SIR CHARLES LUCAS

I SEEM to have been singularly unsuccessful, in the opening meeting, in trying to define Imperial studies, but I have listened to the gentleman who spoke here just now, and I think his was the most convincing speech as to the necessity for Imperial studies. I do not know what books he had been brought up on. I have written quite a few books. I have read a great many. I have not read, and never written, one word that did not tell the evil as well as the good, and put, as far as a human pen can put it, the absolute truth before those who were good enough to read it. That is what I mean by Imperial studies. That is what I tried to say at the start. Personally, I believe, and I think, 99 out of 100 in their heart of hearts believe, that the British Empire is a good thing, that it has grown up naturally,

that if the world ended at this moment the British race would chiefly be remembered by their constructive work beyond the seas, and that if you destroyed the British Empire at this moment you would remove one of the best machines for improving the world in the days to come. Now that is Imperial studies to me. I said plainly, I think, that the study should be presented in no propagandist way whatever, but that you have here a great unprecedented historical fact in this British Empire, and that all citizens of the Empire ought to study the fact. It is a living fact, and the least the citizens of the Empire can do is to study it and know about it. We ought to strengthen sober, sane, absolutely true knowledge. That is what we called this Conference together for, to try to promote knowledge about the greater unit, as I call it. I think we rather overdo the idea of ignorance about the Empire. Infinitely more is known than was known before the war. The war itself has been to my mind the greatest proof to the world of the goodness of the British Empire, and it certainly has been the greatest propagator of knowledge about the British Empire. I can only put very honestly and very simply before you my belief that the British Empire is a good thing. I do not ask anybody here to accept it or study it on the assumption that it is a good thing. I would ask anybody who writes or speaks about the Empire to tell the whole truth, absolute truth, every wicked thing that was done, every weak and foolish thing that was done—and there have been numbers of wicked things, including, of course, the crowning infamy of the Slave Trade and transportation, and the bad times in Bengal and the East India Company. Tell it all plainly. We are big enough to have the truth told. I never would for one moment be a party to hiding anything. That is Imperial studies, the truth, the whole truth, and nothing but the truth; and if this Conference has done some little towards furthering that view then we have not met these three afternoons in vain.

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